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ABSTRACT

This handbook was designed for principals, parents, and teachers concerning home-school communication and parent volunteer programs. Contents of the booklet include a section on developing parent leadership in the school through a Parent Advisory Council. Another section deals with educating and communicating with parents and offers suggestions for the following: (1) publishing newsletters, (2) publishing handbooks, (3) setting up an information center, (4) making a slide-tape, (5) running programs for parents, and (6) obtaining newspaper publicity. Volunteering in the schools is discussed, as is fund-raising. An appendix includes sample materials for the different programs and projects. (PC)

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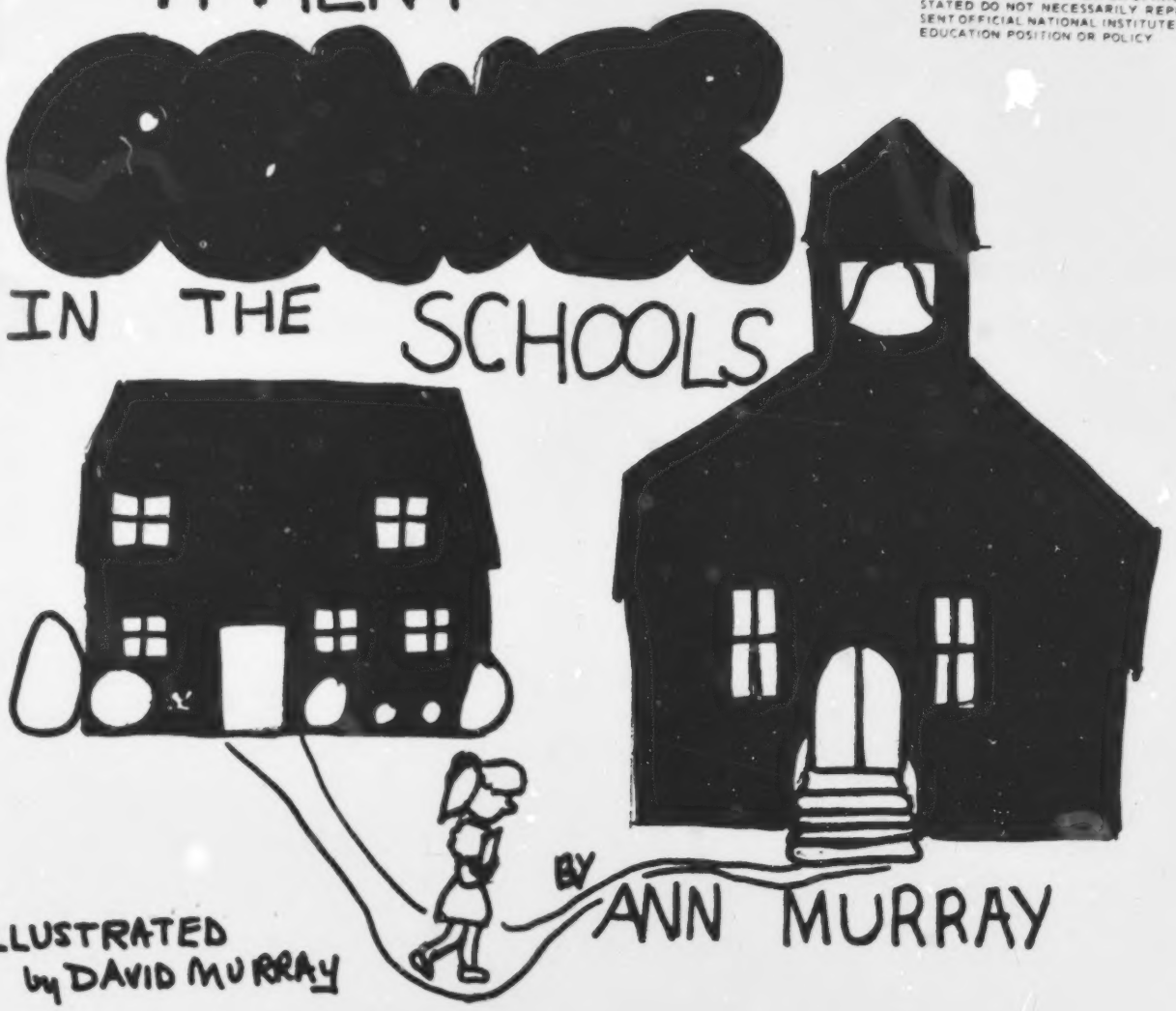
PARENT IN THE SCHOOLS



BY ANN MURRAY

ILLUSTRATED by DAVID MURRAY

CG 009 571

A HANDBOOK FOR PRINCIPALS, PARENTS AND TEACHERS
ABOUT
HOME-SCHOOL COMMUNICATION AND PARENT VOLUNTEER PROGRAMS

Prepared for: The Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts

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To My Husband----

Who made mobiles for the Parent Info-Centers,
Who did dishes while I typed this book,
And who supports and encourages any projects
Connected with kids or education.

PARENT POWER IN THE SCHOOLS

written by Ann Murray

illustrated by David Murray

Published August, 1974

Copies of this book may be purchased at a cost of $3.25 each from:

The Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts

(Telephone 617-256-3985)

Also available from the Merrimack Education Center are parent pamphlets, and a slide-tape I.G.E. Parent Power. Further information may be obtained by writing or calling the center.

FOREWORD

What makes for a successful home-school program?

It is definitely more than a series of "how to's," or a number of live bodies which can be counted. It is good communication. It is the personal touch when it's needed. It is a willingness to accept responsibility.

Certainly the principal and teachers are the professional educators, and parents can not take over their jobs. On the other hand, parents should be given enough freedom and enough respect, to be creative and honest in their relationship with the school. A more "professional" parent will emerge--one who thinks in terms of total school program and all children, not just "my kid."

Quoted below is a poem which was used as an introduction to a slide tape entitled "Parent Power In I.G.E. Schools," which was produced for the Merrimack Education Center and is currently being circulated among schools in the area.

<u>What It's Really About</u>

Educators used to say,
"Let's try and keep the parents away.
They're pains in the neck, don't know very much;
They really should not see and feel, hear and touch.
It's O.K., of course, if we let the snooks,
Raise funds for field trips and be pastry cooks;
But don't expect them to understand
Education and children, and our theories so grand."

I visit the schools and I'm glad to see
Somethings different happending in I.G.E.
Parents tutor, correct and publish school news,
Run clubs and even express their views.
Wise principals hear out their thoughts and questions,
And even get some bright suggestions;
The best in both sides is being brought out,
Which is what home-school programs are really about--

Educator and parent, just ask yourself whether,
Our kids won't gain much if we'll just work together!

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PREFACE

The content of this book is based entirely on my fifteen months' experience as a home-school field agent for the Merrimack Education Center in Chelmsford, Mass.

The center is headquarters for fourteen elementary schools employing I.G.E. or Individually Guided Education--a program developed by the University of Wisconsin and Kettering Foundation. In addition to multi-age units, teaching teams, continuous assessment, flexible grouping, and multi-media, I.G.E. emphasizes a strong home-school program.

Meeting with parent advisory committees in these schools, "rapping" with principals and parents, and roaming throughout school buildings with a camera, have made me acutely aware of how much of an asset to school programs a parent can be.

This book is an attempt to share with other schools some of the policies and activities which work. Hopefully the parents and staffs of many schools--I.G.E. and non-I.G.E., elementary and secondary--will find it of value.

This book would have been impossible to write without the knowledge, help and interest of the following:

I.G.E. Facilitator
Leslie C. Bernal

I.G.E. Principals
John Allen-Robinson School
Westford
Donald Brightman-Lakeview School
Tyngsboro
Joseph Connelly-Woburn St. School
Wilmington
Arthur Covell-Shattuck St. School
Littleton
Evelyn Desmarais-Harrington School
Chelmsford
Edward Devine-St. William's School
Lawksbury
Isabelle Dobbie-Shawsheen School
Andover
Melvin Ferris-Marsh School
Methuen
Daniel Horgan-Byam School
Chelmsford
Joanne Myers-Shawsheen School
Wilmington
Libby O'Connor-McKay School
Fitchburg
Catherine Rivet-Storrow School
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Margaret Ryan-Howe School
Methuen
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Geraldine Mears
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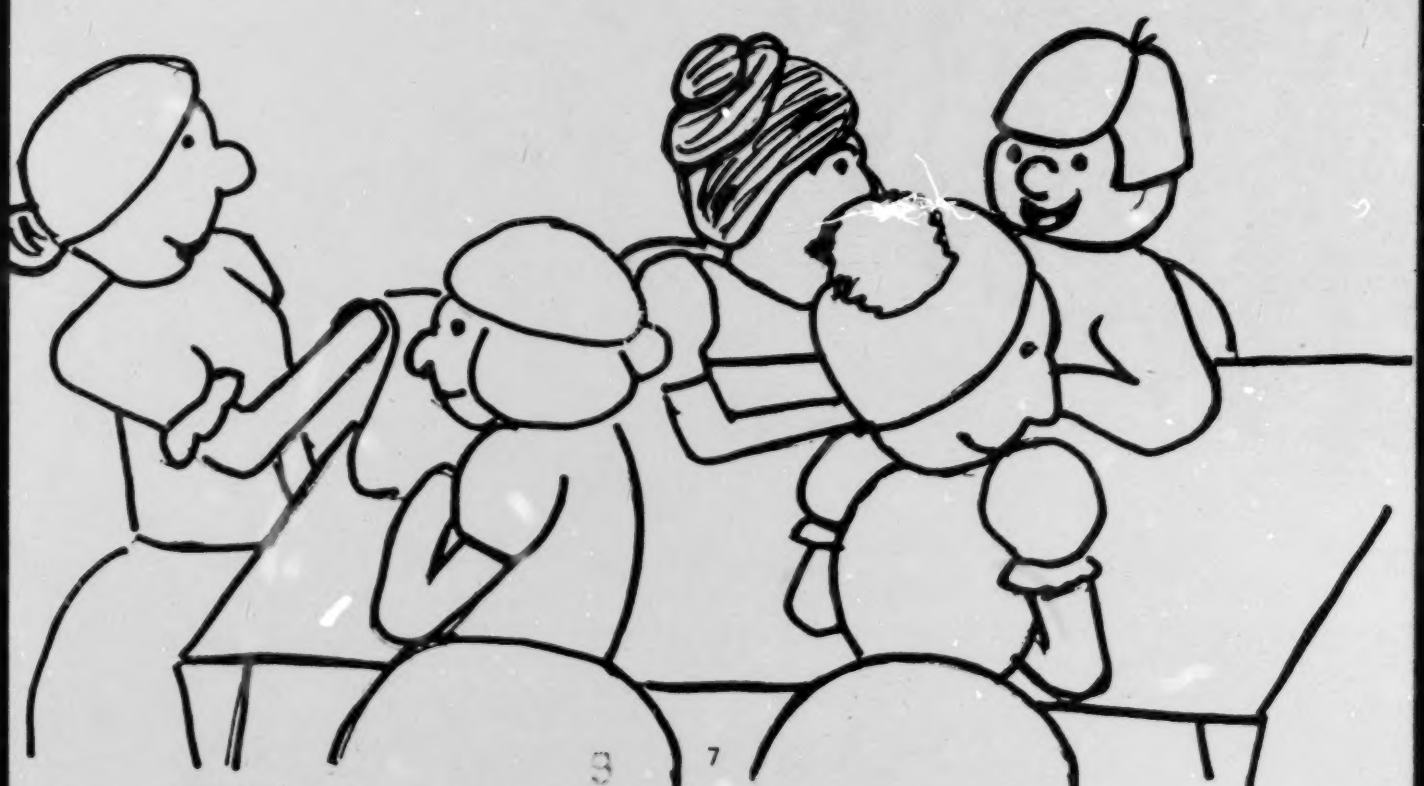
Part 1: DEVELOPING PARENT LEADERSHIP



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DEVELOPING PARENT LEADERSHIP

Strong, supportive and responsible parent leadership will emerge if parents understand a school's program and feel they can make a unique and important contribution to it. In I.G.E. schools, this kind of parent leadership is nurtured in a unique type of parent body generally called a Parent Advisory Council (P.A.C.). The concept of an advisory council is useful and applicable in any school.

1. What Is A Parent Advisory Council (P.A.C.)?

This is a group of parents who meet regularly with the principal, not just to plan social and fund-raising events, but to become updated and informed as to what is happening in the school program, and also to provide feedback as to parent concerns and questions. This concept of a parent group adds a new dimension to the parent's role, for essentially what is being said is (1) the principal and staff have an obligation to keep parents "filled in," and (2) parent opinion is important and should be listened to.

P.A.C.'s often, too, take on responsibility for disseminating information to the entire parent body, and for coordinating volunteer efforts.

This type of parent group is in direct contrast to those parent organizations which function solely in fund-raising and social capacities, and which actually become isolated from school programs.

2. What If A School Already Has An Established Parent Group?

Some schools operate with just a P.A.C. that assumes all responsibilites; some have both a P.A.C. on an advisory level, and a P.T.O. on a social and fund-raising level; some have a single P.T.O. organization, whose officers take on advisory roles also. A parent group's name is immaterial; but the advisory function is essential. For unless educators are honest with parents and hear out their viewpoints (both as mothers and fathers of kids in the school, and as taxpayers), they will never get the support and that enthusiastic, creative interest that makes a home-school program "swing."

3. Who Is On A Parent Advisory Council?

A working council generally varies in size from 6 to 18 members. In I.G.E. schools, each unit (100-150 students with a team of 4-6 teachers) usually has at least 1 parent rep on the board; in addition, other parents might be designated representative of the specialists (music, gym, art, and learning disability teachers), agenda chairman, secretary, newsletter editor, parent-volunteer coordinator, fund-raising chairman and I.G.E. rep to inter-school meetings. The principal is, of course, a member (and often chairman) of the P.A.C., along with 1 or 2 teachers (who give the board an added dimension). (In non-I.G.E. schools, a parent might represent all teachers in one grade.) On the other hand, some schools prefer to work with a small group of "at-large" members. Much depends on the size of the school, the interest and responsibility of the parents, and the type of group with which a principal feels most comfortable.

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4. How Are P.A.C. Members Chosen?

There are 4 types of Parent Advisory Councils:

A. A council whose members are appointed by the principal.

B. A council whose membership is open to any interested parent.

C. A council which is some combination of the above.

D. A council consisting of members elected from a slate of names presented by a nominating committee.

5. When And How Often Should P.A.C.'s Meet?

A P.A.C. should meet at least once a month on a day which is easy to remember (the first Tuesday, the last Wednesday, of the month, for example).

The decision whether to hold daytime or evening meetings is a rather crucial one--night meetings encourage the participation of more fathers; on the other hand, daytime meetings are generally more convenient for school staffs.

6. How Can A. P.A.C. Communicate Effectively?

Just as the principal has an obligation both to listen to and inform P.A.C. members, P.A.C. members must assume these same responsibilities with the total parent population in a school. Some steps which can be taken to make this in-put, out-put cycle a reality are:

A. Frequent publication of names, addresses and phone numbers of P.A.C. members with a reminder that these parents represent ALL parents, and that parental feedback is one of their functions.

B. Frequent contact between parent reps and the unit leaders whom they represent. (A unit leader chould let the parent rep know just how many, and for what tasks, volunteers were needed in his unit; this parent could then handle volunteer recruitment and scheduling. On the other hand, the parent rep could seek out the unit leader to find out what was happening in the school program, and publish this in the parent newsletter.)

C. Inclusion of 1 or 2 teachers on the P.A.C., so that they, too, are aware of parent questions and concerns, and express their opinions on these matters.

D. Participation by both principal and parents in the setting up of an agenda.

E. "Parental feedback" as a regularly established agenda item.

F. Informative presentations by the staff at P.A.C. meetings (concerning test results or curriculum materials, for example), with parental questions and comments encouraged.

G. The holding of at least some open P.A.C. meetings, with agenda published beforehand.

H. Distribution of minutes of the meeting to all parents (or at least a re-cap of the meeting via the parent newsletter).

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I. Efforts made to keep the superintendent and school committee, as well as the school's parents, informed, through invitations to meetings, copies of the newsletter, newspaper publicity, etc.

7. What Are Some Examples Of P.A.C. Agenda Items?

Suggested changes in pupil conference procedures; explanation of SCIS program; vandalism--cause and prevention; the need for more open-space areas; standardized test results--townwide, nationwide; the staff's goals for the coming year and means of achieving them. (These topics were selected as examples because they evoked good questions and discussion.)

8. How Does A. P.A.C. Get Going?

The principal may either invite a small group ofparents to meet with him, or hold an open general meeting and there discuss the responsibilities, operational procedures, and purpose of a P.A.C. A logical first step is the drawing up of an overall statement of goals, an example of which follows:

"The Harrington School Parent Advisory Council (P.A.C.) has been formed to (1) provide two way communication between the school administration and parents, and (2) to help coordinate parent volunteer projects. This will be accomplished by monthly meetings with the principal to which all parents are invited. These meetings will deal objectively with areas affecting significant portions of the scholastic body, and not be concerned with singular complaints best handled by the individual parent and teacher. Information regarding date, time and agenda will be sent home each month via a P.A.C. newsletter."

(from the Harrington School, Chelmsford, Mass.)

9. In What Activities Do P.A.C.'s Become Involved?

The kinds of activities fall into four general categories:

A. Advisory: In-put and out-put between P.A.C. and principal.

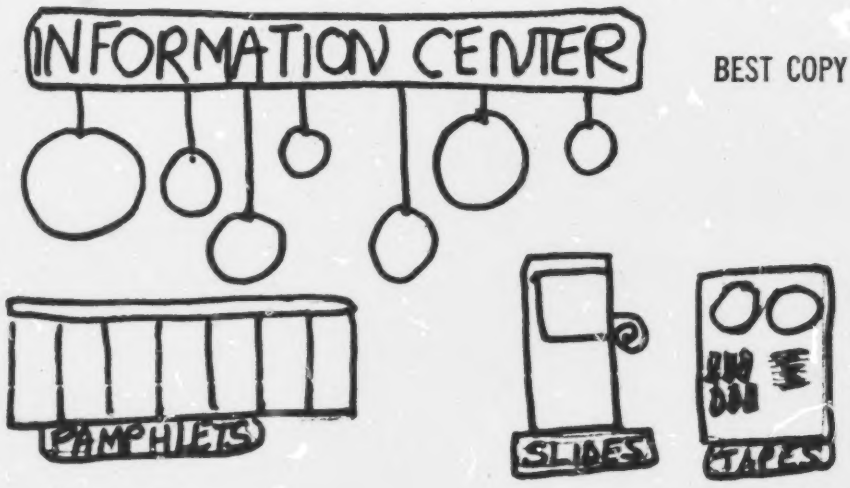
B. Educational and communicative: Publications and programs for all parents in the school.

C. Volunteer projects: In-class participation directly tied in with the school program.

D. Fund raising and social functions.

It is necessary for a P.A.C. to assess its parental assets (in terms of numbers, interests, capabilities, and free time available), and then make a choice as to what specific activities it will undertake.

The advisory role of a P.A.C. has been extensively covered in this first section of the book; other type activities follow in succeeding chapters.



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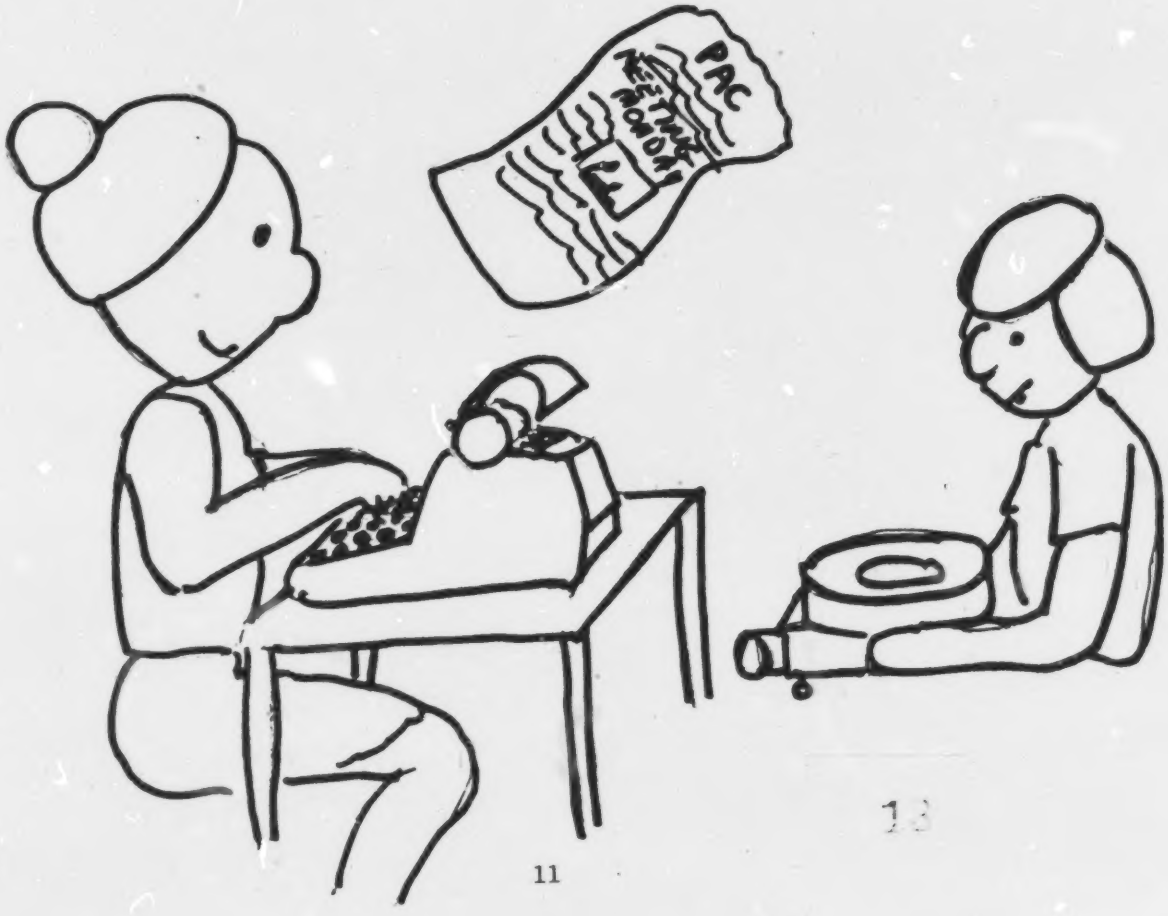
Part 2: EDUCATING & COMMUNICATING WITH PARENTS



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EDUCATING AND COMMUNICATING WITH PARENTS: PUBLISHING NEWSLETTERS

Without a doubt, one of the best methods of communication and one which is well worth the time and effort put into it by parents, is a newsletter. Schools vary greatly in the content, length, and format of their publications, but parents, principals and staffs agree on their value. There is a distinct advantage of having parents (usually members of the Parent Advisory Council) involved from beginning to end of publication; they are very familiar with the concerns and questions of the parent readership, and can write in terminology understandable to them.

1. What's In A Parent Newsletter?

Parent news may be published separately in a "parent newsletter" or incorporated into a larger "whole school newspaper." Examples of materials are:

A. News of general concern to parents (school budget figures; number of incoming students).
B. Program news (explanation of SCIS science program; definition of educational terms--pre test, post-test, learning modes, etc.)
C. Unit news (current studies, trips, special projects by kids).
D. I.G.E. news (national happenings, new pamphlets available).
E. Upcoming dates on school calendar.
F. "Editorials" by the principal.
G. Questionnaires (parent opinion surveys).
H. Re-cap of Parent Advisory Council activities, and upcoming agenda.
I. Kids' writing (creative material, opinion polls, write-ups of classwork).
J. School lunch menu.
K. Parent volunteer recruitment tear-offs.
L. Superintendent bulletins.
M. Upcoming school committee dates.
N. Parent recipes.
O. Community notes (Girl Scouts, Pee Wee Hockey, etc.)

2. Who Edits And Writes?

The parents, principal, staff or kids (or any combination of these) edit and submit material.

3. Who Types And Publishes?

The parents or school clerical staff prepare, run off and collate copy.

4. What Publishing Processes Are Used?

Mimeographing is the least expensive method for getting hundreds of good, clear copy. This involves typing on stencils, and drawings may be etched in if desired.

Xeroxing makes very attractive copy, and need be typed and set up only on plain white paper without stencil-cutting, but is very expensive.

If a school has access to an electric stencil maker, white copy can be photographed (including black and white drawings) and reproduced as a stencil for mimeographing.

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5. How Often Are Newsletters Published?

Newsletters are published as frequently as every other week, on a once a month basis, or 3 or 4 times a year.

6. How Long Is A Newsletter?

Newsletters in I.G.E. schools vary from 1 to 8 pages in length, on either 8 by 11 inch paper or legal size. Some newsletters resemble booklets and are published with a pastel color cover attractively designed.

7. What Is The Step By Step Procedure Involved In Putting Out A Newsletter?

In some schools, staff and principal leave materials in a box in the office where the editor picks it up; or the editor might "roam" the building, collecting material from teachers and kids. In other cases, each unit rep on P.A.C. writes up all the news for the unit she represents.

At Woburn Street School in Wilmington the newsletter is put out as follows:
A. Kids, parents and staff write material.
B. Parents type this copy in columns (a half page wide)
C. Parents make a "dummy", cutting and pasting up columns.
D. Parents type copy on blue, legal-size stencils, and etch in sketches.
E. Parents run off copy on the mimeograph.

At Harrington School, Chelmsford, students in newspaper club serve as reporters, and cover all teachers for news.

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EDUCATING AND COMMUNICATING WITH PARENTS: PUBLISHING HANDBOOKS

A brochure or handbook about a school can benefit students, parents, staff and newcomers. If available at the opening of school, such items as a list of staff names with room numbers, and a map of the school, can be most helpful, along with a brief description of goals and programs. In contrast to newsletters published more frequently, a handbook should be durable enough to last throughout theyear as a handy reference.

1. What's In A School Handbook?

As few or as many of the following items may be included, depending on the number of pages in the handbook:

A. Principal's name and telephone number of the school.
B. Staff names and room numbers.
C. Map of the school building.
D. The school calendar.
E. Names and telephone numbers of superintendent, subject coordinators, and school committee.
F. School regulations concerning absences, tardiness, etc.
G. Principal's message.
H. Statement of school's educational philosophy and policy.
I. Explanation of specific programs (math, reading, learning disability, etc.).
J. Parent involvement opportunities.
K. School's unique features (a learning lab, open classroom, portable classroom, etc.).

2. Who Writes And Edits The Handbook?

Ideally, this is a joint endeavor of principal, staff, and P.A.C.

3. How Is The Handbook Published?

As with a newsletter, the school's clerical staff or parents, using any of the processes described under "Publishing Newsletters," may assume the publishing responsibilities. Another option is to have the handbook commercially printed, although expense and length of time required may be a drawback.

4. What Is The Format Of A Handbook?

Handbooks most commonly are a "handy" size, with pages approximately 4 and 1/2 by 5 and 1/2. If a handbook is not commerically printed, front and back covers can be made out of colored construction paper with perhaps a drawing of the school on the front (or a cover design can be chosen from a contest among students). A handbook with more than 8 pages should include a table of contents.

The simplest form of school brochure consists of a piece of 9 by 12 inch paper, folded in half to make a pamphlet. Principal's name and school telephone number can be included on the front; staff and parent rep names, and a map on the inside pages; and the school calendar and central office telephone numbers of the back.

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EDUCATING AND COMMUNICATING WITH PARENTS: SETTING UP AN INFO-CENTER

In I.G.E. schools, a parent information center is a "learning station for parents" where they can become better informed both about their own school, and the Individually Guided Education program which is operating in it. Parent Info-Centers consist basically of a large mobile (with the words "Parent Information Center" on it); a table with both display and "take home" materials; and a bulletin board, for pictures taken in the school.

1. What Items Can Be Included In A Parent Info-Center?

A. Parent pamphlets which have been especially published for parents in I.G.E. schools, and which include the following titles:
What On Earth Is I.G.E.?
But It's So Different!
How Come My Child Has So Many Teachers?
Why Do They Call Them Units?
Just How Do You Individualize?
Where Do I Come In?
Many Years Ago
What's The Difference?

B. Black and white 8 by 10 inch photos, taken in the school, showing such educational concepts as 1 to 1 learning; learning with new media; small group instruction; etc.; also other polaroid and colored snapshots.

C. School newsletters and handbooks.

D. Samples of student curriculum materials (pre and post tests; a math game; a creative social studies project, etc.).

E. Articles published about the school in local newspapers.

F. Interesting articles on raising or educating children; or copies of parent or educational magazines or books, which can be signed out by parents.

G. I.G.E. filmstrips and tapes, with viewers and players, and directions on how to use them.

2. Who Oversees The Parent Info-Center?

The interest of the principal is essential, but ideally it is one or two parents who keep the center attractive and well-stocked.

3. What Responsibilities Are Involved?

The following are suggested:

A. Check on the Parent Info-Center at least once every 2 weeks to make sure it is neat and well-stocked.

B. Use attractive colored paper-stock on the bulletin board, and print captions clearly with magic marker.

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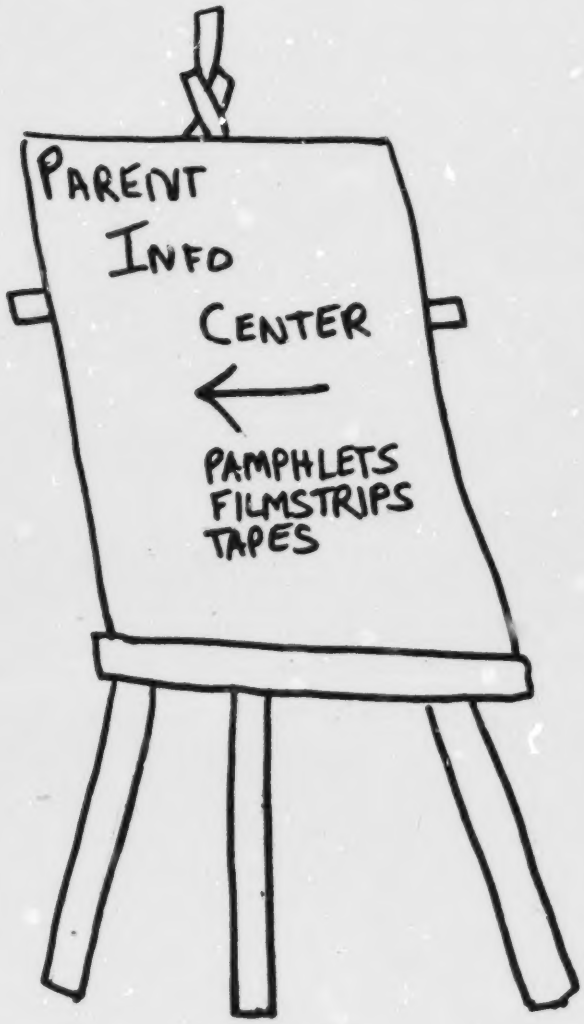
C. Vary bulletin board and table displays.

D. At open houses, orientations, and other large group functions, staff the center with 1 or 2 parents who'll personally hand out materials, answer questions, etc.

E. Station a prominent sign near the main door that lets parents and visitors know the center exists.



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EDUCATING AND COMMUNICATING WITH PARENTS: MAKING A SLIDE-TAPE

A slide-tape photgraphed and recorded in a particular school can be a very effective means of educating parents in that school, especially if it is teamed up on a program with classroom visits, a question and answer period or other educational or social-type activity.

1. What Is The Step-By-Step Procedure?

The following is a suggested basic procedure, useful particularly if there is a limit to the time and money which can be devoted to the slide-tape production.

A. Decide on topic for slide-tape, focusing on an area which can be illustrated in 25-35 slides.

B. Write script.

Script should consist of 25-35 blurbs (with 1-3 sentences in each). For each blurb, draw a diagram with stick figures or write out a picture description, which will correspond to the slides taken.

C. Schedule picture-taking.

Work out with the staff specific times for the photographer to be in specific places. With good scheduling, 80-100 shots can be taken in 4 hours.

D. Shoot pictures. (Photographer should have enough leeway to try the same shot at several light settings, or to take any "great" shot that comes along.)

E. Edit slides and script.

Match up slides and script, revising script or scheduling any re-takes if necessary.

F. Add in title slides.

These can be made with a titler kit, available at camera supply stores, or printed with marker on construction paper and photographed with a close-up lens.

G. Record script.

Recording should take place in a quiet, preferably carpeted, area, with microphone secured down with tape so voices are recording at 8-12 inches away from it. A person to run the recorder, and another to put in the change-signal, should be on hand. (The change -signal is a soft "beep," "ping," or bell sound which indicates when a slide should be moved up.) Recorder-operator presses "record" button; speaker reads blurb; change-signal is put in; and recorder-operator presses "stop." This enables one to change speakers if desired, or to play back and re-do recordings which are goofed. If desired, record also introductory or closing music (with change-signals), to accompany title slides or flip-shots (quick turnover of assorted shots taken around the school).

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2. *Who Makes The Slide-Tape?*

The script will be most effective if staff and parents can work together on it. Since the purpose of the slide-tape is mainly to educate parents, it is most helpful from the very start to find out what questions are on parents' minds and to make sure the script is written in language that is easy to understand. Pictures can be taken by any staff member or parent used to handling a slide camera, or possibly by a photography student from a local high school or technical school.

3. Where Can Technical Help Be Obtained?

Most school systems have an a-v department with staff and equipment (such as close-up cameras or recorder-editors) that can be of invaluable aid. At the very beginning, groups making a slide-tape should ascertain the resources available to them.

4. What Equipment Is Necessary?

A 35 mm camera with film and bulbs. (Good flash pictures can be taken with an instamatic, but only when subjects are within a 5-10 foot range of the camera.)

A reel to reel recorder. (A cassette recorder is satisfactory for small group presentations, but reel-to-reel have superior sound for large rooms.)

5. How Long Should The Slide-Tape Be?

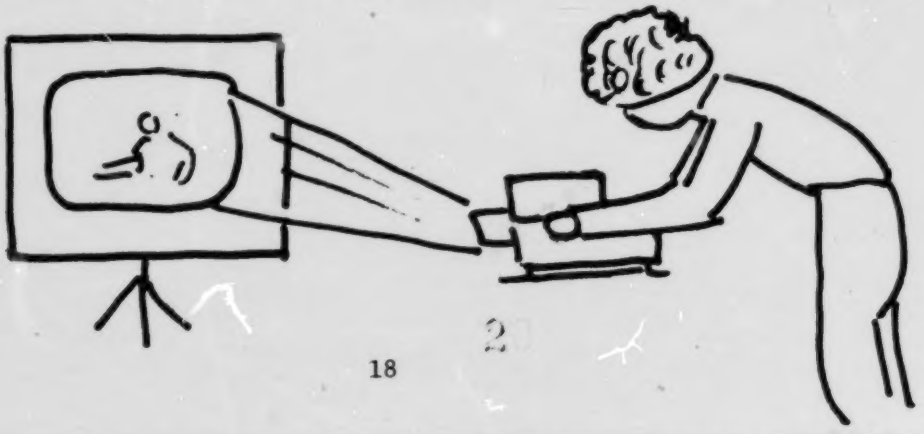
Slide-tapes should be kept within an 8-12 minute time limit.

6. What Are Some Suggested Titles?

"A Day At The Woburn Street School"
"Goals Put Into Practice At Marsh"
"Individually Guided Education At the Harrington"
"What Goes On In Unit A?"
"A Math Class In Unit B"
"20 Questions Parents Ask About Our School"

7. How Long Does It Take To Make A Slide Tape?

Allow approximately 5 hours for script writing, 4 hours for picture-taking, 4 hours for editing, and 2 hours for recording--or a total of 15 hours.



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EDUCATING AND COMMUNICATING WITH PARENTS: RUNNING PROGRAMS FOR PARENTS

Noone disputes the fact that there is much to learn about today's schools. On the other hand, fewer and fewer parents will give up an evening to hear a "guest speaker" who doesn't really seem to have much in common with the child, the parent, or the school. Program topics must be relevant, and the parent must feel he or his child are directly involved--otherwise he probably won't come.

1. What Are Some Suggested Programs?

A. Open House: An open house is most effective when held during the day when parents can observe the children and teachers at work. In addition to classroom observation, it is most helpful if parents have an opportunity to meet with the principal or staff to ask questions before they leave. (See South School's invitation in Appendix.)

Open houses at night involve looking at the materials and meeting the children's teachers; some school encourage the children to come and bring their parents around.

Open hourses can also be geared around special "attractions" such as exhibits in social studies, demonstrations of educational materials in the learning lab, or performances by students in the club programs. (See Woburn Street's Open House program in Appendix.)

B. Open House Plus--: Diverse activities are sometimes incorporated into a single open-house program, such as a large group presentation by the principal or staff members in the cafetorium or gym, followed by a visit to the children's learning areas, and then refreshments with an opportunity to socialize.

To accommodate a large crowed of parents on a single evening, Shawsheen School, Andover, set up a rotating schedule at their October, 1973, Open House. At various times and in various areas in the building, parents from specific units heard presentations by subject coordinators, specialists, and their children's classroom teachers.

Classroom visits at Tyngsboro's Lakeview School were combined with a student-made slide-tape presentation, a demonstration of individualized spelling materials, and an explanation of I.M.S.

At Shawsheen School in Wilmington, a panel discussion by representatives of the faculty, parent advisory committee, and school committee, was on the open house program.

Such orientation-type programs are particularly valuable at the start of the school year, or at any time there is a change in program affecting a large number of students.

C. Back To School Night: Parents follow their children's schedule and are taught sample lessons or informed about class content, as they visit classrooms. Opportunity should be given to parents to ask questions.

A variation on this is presentations by teams of teachers which give parents the opportunity to experience large group, small group, one-to-one, and independent learning situations, or varied media, like pre and post tests, games, and manipulatives.

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D. Coffee Hours: These are less formal programs which usually include a presentation by the principal, superintendent, subject coordinator, specialist, unit leader, staff member, or parent advisory council member, after which parents are encouraged to ask questions. Examples are: How We Teach Your Child To Read, Opportunities To Volunteer At Our School, and How We Help Children With Learning Disabilities. (A variation of coffee hours are dessert hours in the evening, which allow more fathers to come.)

E. Mini-Coffees, Mini-Luncheons: Groups of no more than 15 parents at a time are invited for more personalized discussion with principal and/or teaching teams.

(When small groups are invited, it is very important to see that all parents receive an invitation before the end of the year.)

F. Mini-Tours: Small groups of parents tour building and classrooms with a guide who is familiarwith program and materials. Keeping these groups at 5 parents or less makes for minimum classroom disruption. Guides can be teachers, parents, or students.

At Shattuck Street School in Littleton, 45 minute tours of unit learning areas were given by members of the Parent Advisory Council. The principal made himself available at the close of these tours for 15-20 minutes more of questions or discussion.

G. Parent Curriculum Workshops: The Harrington School in Chelmsford, held a unique curriculum workshop series for parents in each of the 5 subject areas--language arts, reading, math, social studies, and science. Two facilitators and 5 teachers were present at each session, and parents sampled some of the instructional means and media used by their children, such as reading machines, math prescriptions, Japanese flower arrangements, colonial songs, and many others. The series called for extensive preparation by interested teachers (at least 4 meetings per sessions) and was limited to 50 parents.

H. Films and Slide-Tapes: Each I.G.E. school has a series of slide-tapes available whichcan serve as a good "kick-off" for discussion about individualized instruction in the school.

A very worthwhile endeavor is a slide-tape made about one's own school, and this is described in a preceding section of the handbook.

2. Where Do Parents Come In?

The P.A.C. should be involved at every stage of planning and presenting parent programs. Parent Advisory Councils should be given the opportunity to suggest relevant program topics; they can also serve as tour guides, record slide-tape scripts, introduce speakers, take part in panel discussions, and hostess the coffee table.

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3. What Gets A Good Parent Turn-Out?

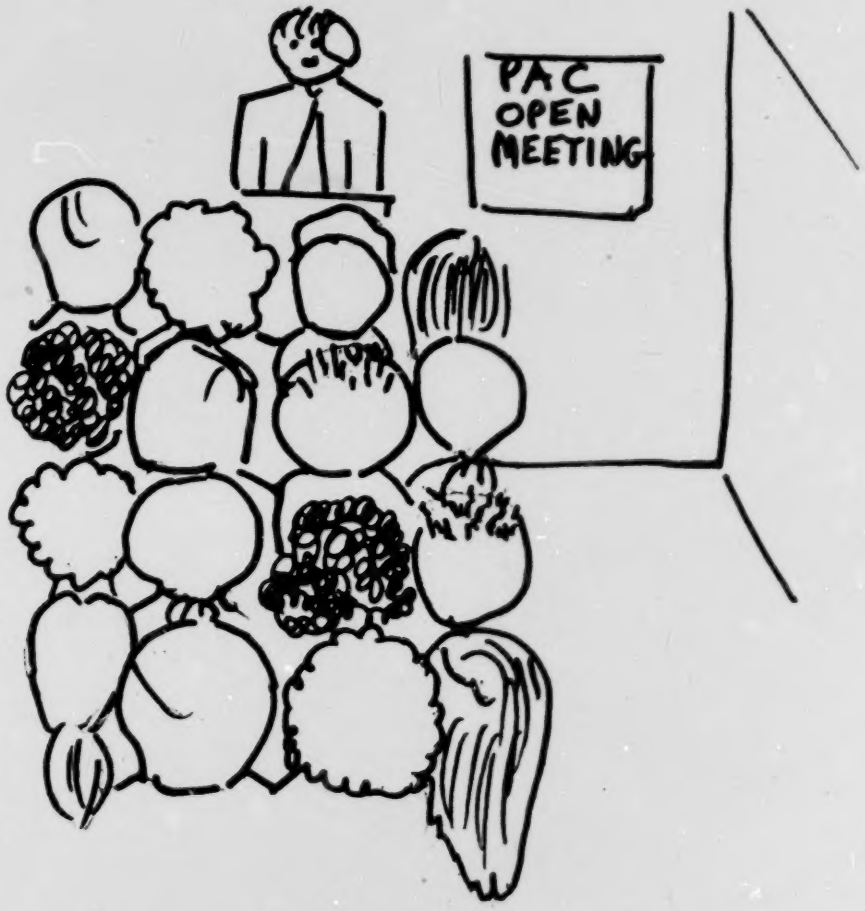
Programs where pupil achievements and talents can be observed.

Programs which give parents the opportunity to see, feel, hear and touch.

Programs which mix the serious and social. (Don't make the evening too heavy or too frothy.)

Programs where parents have an opportunity to ask questions and voice concerns.

Programs publicized with plenty of advance notice, plus a last-minute reminder.



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EDUCATING AND COMMUNICATING WITH PARENTS: GETTING PUBLICITY IN NEWSPAPERS

Newspaper articles about a school educate not only parents, but every taxpayer in town. Generally speaking, a picture with a caption captures more attention than a longer article with no picture. A school's goal should be at least bi-weekly coverage.

1. What's The First Step?

First, check with the newspapers in which you want coverage to find out copy deadlines, and reporting and photography services available. If your school system has a public relations department, find out whether copy is to be submitted to it or to the newspaper directly, and how the department personnel can be of help.

2. Who Handles A School's Publicity?

Staff members should be able to contact a specific publicity or public relations chairman when something special is going on. This individual has the responsibility of using the polaroid, or arranging for a photographer, and submitting the photo and/or write-up.

A parent volunteer, who is interested in what is going on in the school and willing to take polaroid pictures during the school day, makes an ideal public relations chairman.

3. What Equipment Is Needed?

The school should keep on hand a simple-to-operate polaroid camera and a plentiful supply of black and white film and bulbs.

4. What Is The General Procedure For Covering A School Happening?

A. Take black and white polaroid shots with good contrast.

B. Type up a concise, easy-to-read caption, including names of subjects as they appear in the picture from left to right.

Some copy, particularly of coming events, will not include a picture, but should be written in clear, "newspaper" type language.

C. Submit well in advance of deadline.

5. What Kind Of News Should Be Put In The Paper?

A. Special class projects (particularly in the social studies and science fields).

B. Programs to be presented to the public (concerts, assemblies, etc.).

C. Guest speakers in classes.

D. Students deserving of special recognition (student council, spelling champs, kids who clean playground, etc.).

E. Parent volunteers at work in the school.

F. Social and fund-raising events.

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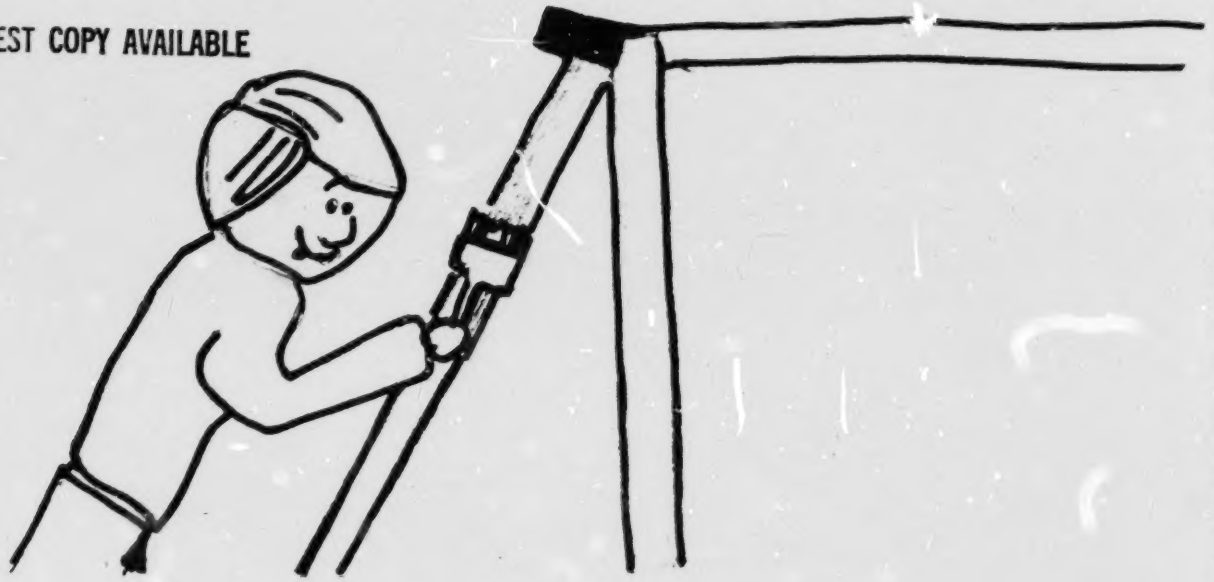

Part 3: VOLUNTEERING IN THE SCHOOLS

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VOLUNTEERING IN THE SCHOOLS

This section of the handbook involves getting parents in "where the action is," enabling them to make a direct contribution to the educational program. The difference between this section and the preceding one lies in a matter of emphasis--whereas "Educating and Communicating with Parents" was concerned chiefly with school to parent "output," "Volunteering in the Schools" emphasizes parent to school "input."

1. Who Sets Up The Volunteer Program?

Ideally, the principal, staff and parent advisory council get together to determine what roles volunteers might play, and how the program will be administered. It is up to the staff to make final decisions regarding specific volunteer tasks; on the other hand, a responsible P.A.C. can handle most of the recruitment and scheduling details.

Usually each unit leader has one or two parent reps on the P.A.C. who coordinate volunteer activities for that unit. This volunteer coordinator should be given the class schedule of all teachers for whom she is responsible, as well as the names and telephone numbers of all unit parents. The volunteer coordinator's job is, in essence, to find "manpower" willing to take on a specific task during the specific time slot in which it is needed.

Other P.A.C.'s prefer to function with one or two volunteer coordinators for the whole shcool. Non-I.G.E. schools might function with a coordinator for each grade level.

2. What Kinds Of Tasks Can Volunteers Perform?

Since parents vary greatly in their abilities, interests, and amount of free time available, the opportunities for involvement should be diverse enough to accommodate them. Volunteer roles include those of:

A. In-class Helpers: Under the teacher's direction, parents can play a learning game in a small group situation, listen to a child read, tutor, help set up needed supplies--in other words, be an extra pair of hands in the classroom. Such help can be utilized in all subject areas, includng academic subjects as well as art, music and gym.

B. Corrector: Particularly in those subject areas which utilize worksheets, and pre and post tests, parents can be of great aid as correctors, using an answer key. Parents generally work in a corner of the classroom, or in the hallway. Some curriculums, such as IMS math, make specific provision for volunteer correctors and include information on correcting procedures.

C. Library, Media-Center, and Learning Lab Aides: Parents can be of special help in those areas of a school utilized by many students. Parents can help check out and catalogue books and other media, run a-v equipment, handle manipulatives and learning games, etc.

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D. Classroom Guest Speakers: Parents sometimes have slides, movies, souvenirs, hobbies, or interests which add to existing curriculum. Guests can be used both in large and small group settings. Before a classroom guest comes in, it is wise to talk over with him or her the questions both students and teachers would like answered, and discuss how the presentation can be geared to the age group of the audience.

E. Clerical Helpers: Parents can help with typing, duplicating, filing or collating teacher or office materials.

F. Club Advisors: Parents can take charge of small groups of children during club or interest periods. Some of the kinds of clubs which can be run by parents include: photography, chess, model-making, cooking, campcraft, nature interests, knitting, origami, flower arranging, baton, ballet, guitar, sewing, woodwork, ceramics, candle-making, all kinds of arts and crafts, and other clubs directly related to curriculum studies. Club advisors serve sometimes just for one session, or throughout the whole year. In some schools parents run the entire club program; in others, they serve as assistants to the teachers. (See Appendix for description of 4 specific club programs.)

G. Room Mothers: Mothers who handle details for homeroom activities such as Halloween and Christmas parties.

H. Field Trip Chaperones: This job involves supervising children on the bus and at the site visited; some teachers rely on parents to help make transportation and reservation arrangements.

I. Contributors To Social and Fund-Raising Events: Parents generally take full charge of fund-raising events once the principal's approval has been given, and for some parents fund-raising is the only domain in which they feel comfortable working. Recruitment forms should not only let parents know there are opportunities to serve in this capacity, but also solicit their ideas.

Ideas for such projects are contained in Part 4 of this handbook.

J. Parent Advisory Council Members: The roles and responsibilities of P.A.C. members were covered in Part 1 of the handbook, but they are mentioned again here because P.A.C. requires a large commitment of volunteer time and interest, and may be one of the areas covered in a general recruitment form. P.A.C. members often fulfill specialized roles such as volunteer coordinator, newsletter editor, parent information center chairman, or fund-raising chairman.

K. Miscellaneous: Parents weed patios, sew costumes for the school pageant, decorate school bulletin boards, build shelves, paint playground equipment--do any number of things as needs arise. In addition to a general recruitment form dispatched in the fall, special requests for help are dispatched throughout the year.

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3. How Is Recruitment Carried Out?

Methods of recruitment include:

A. A recruitment form, designed either for the whole school, or for a particular unit, sent home via the student. (See samples in Appendix)

B. A coffee hour hosted by the principal, staff representatives, and/or P.A.C. during which volunteer opportunities are explained and parents are given the opportunity to sign up.

C. Phone calls from P.A.C. members.

D. A recruitment "booth" at open house or orientation time.

E. Explanation of volunteer opportunities in school handbook and newsletter.

4. When Is Recruitment Carried Out?

A "gun-ho" campaign should get underway in the fall just as soon after school starts as possible. Hopefully, some planning for this has already been made in the previous spring.

Recruitment should be on-going all year, with publicity indicating where newcomers can obtain information or sign up.

It is very important that volunteer jobs be specifically defined and based on real needs before a recruitment form goes out, as nothing is more discouraging than to sign up and then never be called on.

5. Who Trains The Volunteers?

This training can be done on a 1-1 basis by the individual teacher, librarian, lab facilitator, or subject coordinator, or in a group-workshop setting.

Whatever training is given, it is important to let prospective volunteers know about it, as parents sometimes renege at "going in cold."

Doherty School in Andover, offered workshops at two different times, with baby-sitting provided by Girl Scouts, during which parents familiarized themselves with materials and procedures.

6. What Can Be Done About Volunteer Absentees?

From the very outset, the in-class volunteer should be aware that he or she is making a serious commitment, and that chronic absentees will be dropped from the schedule.

Parents can work as partners, making an agreement that they will substitute for each other in the event of illness or conflicting appointments.

Names and telephone numbers of all those willing to volunteer can be distributed. These might be regular volunteers willing to do an extra stint, or individuals who want to work just occasionally on an "on call" basis.

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7. Can Baby-Sitting Be Provided?

In many systems, the number of mothers willing to volunteer will increase greatly if baby-sitting service is made available.

If some sort of play area (a stage, cafeteria corner, or empty room) can be provided at the school, volunteer mothers might take a turn (no more than once a month) watching pre-schoolers. Possibly someone is willing to serve as baby-sitter for a very minimal charge.

If no space is available a mother might be willing to take a turn babysitting in her home.

A partner arrangement can be made between two mothers, with each agreeing to watch the other's children while she is "on duty."

A baby sitting club, run by fifth and sixth graders, can be worked into the club program; this set-up can actually be educational, if arrangements can be made for such visitors as a nurse, fireman, or teen sitter to give tips on good sitting procedures.

8. Who Else Besides Parents Can Help?

A. Secondary Students: Sometimes junior and senior high students are available to tutor, correct, or assist in labs or with clerical tasks. This is particularly true if the town's secondary schools happen to be on double session, or if the secondary school is located near enough for older students to volunteer during their study periods.

At St. Williams's School in Tewksbury and South School in Andover, student volunteers were given release time from high school and received credit for their community involvement.

B. Senior Citizens: Through contact with a senior citizen club, the staff or P.A.C. might find individuals willing to volunteer in the school.

Sometimes there is a state or federally-funded program operating within a certain region. In the Merrimack Valley Region, for example, R.S.V.P. (Retired Senior Volunteer Persons), which is administered by Community Teamwork and funded by ACTION, keeps in touch with numerous senior citizen clubs and finds people for job descriptions submitted by principals. Chelmsford, Littleton, Tewksbury, Tyngsboro, and Westford are among the communities served, and more information can be obtained from Dorothea Hadley (617-256-8542).

C. Community Resources: People associated with various clubs and organizations, town officials, public servants, business owners--all sorts of individuals in the community, make interesting and valuable classroom resources.

9. How Can Volunteers Be Thanked?

Examples of appreciation gestures in honor of volunteers include: appreciation teas hosted by the staff; cookouts planned jointly by staff and volunteers; and appreciation certificates. At Harrington School, Chelmsford, students cooked breakfast for the volunteers, and at Shawsheen, Andover, a concert by students was dedicated to the parents.

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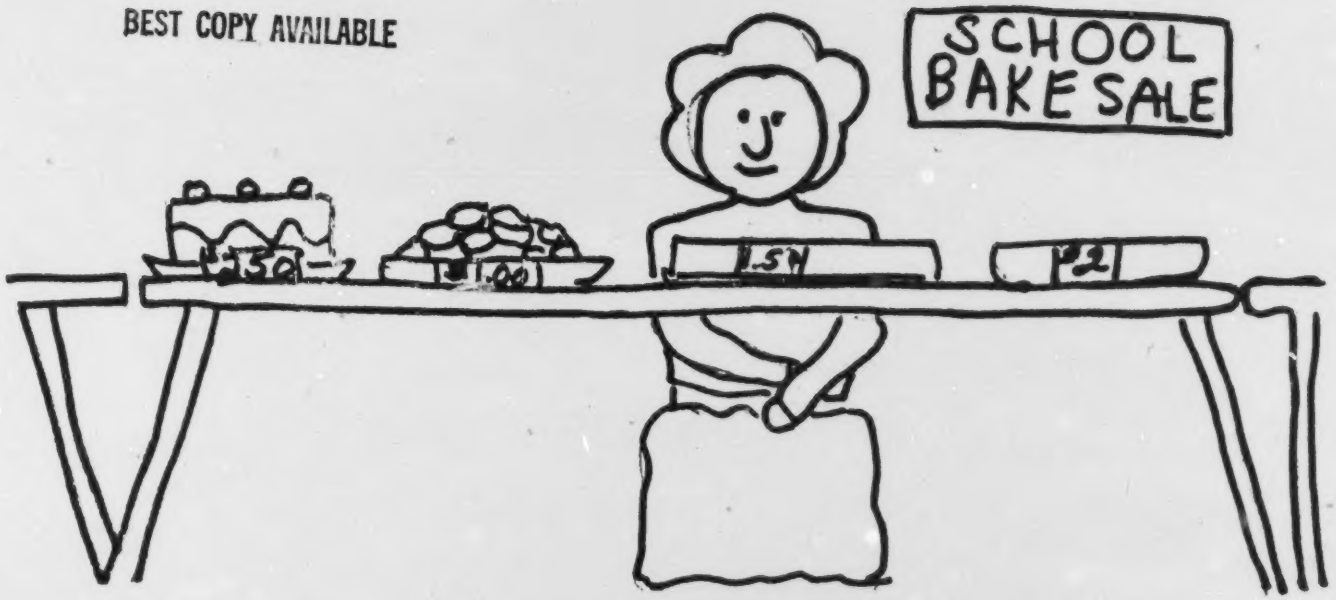
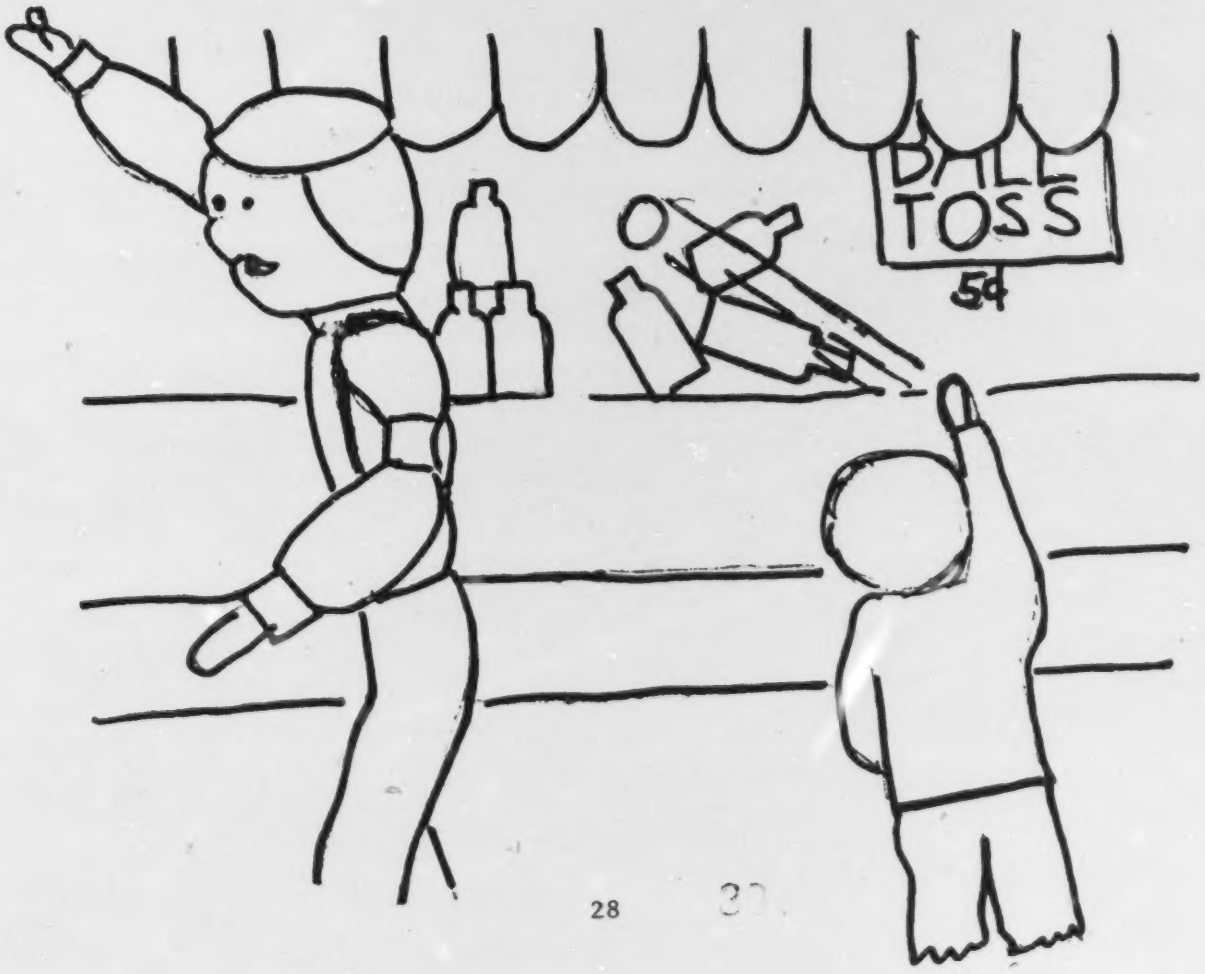


Part 4: FUN AND FUND-RAISING



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FUN AND FUND-RAISING

Fund and fund-raising are in the same section because often the same activity has both monetary and social benefits. Most parents agree that such events should not be the only function of a parent group (parents are more than cookie bakers), but certainly such activities can purchase items not covered in the school budget and provide a lot of fun along the way.

1. What Are Some Guidelines For Fund-Raising?

A. Choose activities which involve many parents, so that the burden of work and responsibility doesn't fall on just a few.

B. Publicize events well via take-home notices, newspaper coverage, and word-of-mouth.

C. Include staff, parents, and, if possible, students in the planning, as well as the operational stages of the function.

D. Have definite educational goals in mind for which the money will be put to use.

2. What Are Some Projects Which Raise Money?

A. Bake Sales: These are pure profit, and can be held in the school on P.T.O. nights, during orientations and open houses, or at a local shopping center. Coffee can be sold along with individual servings of pastry. Baked goods must be solicited ahead of time from parents in the school, and a schedule of workers set up.

B. Book Fairs, Bookmobiles, etc.: Book company is contacted and generally scheduled for three days; volunteer workers must be scheduled. Check with "Book Dealers-Wholesale" in the yellow pages to obtain names of companies.

C. Cookbooks: Favorite recipes are solicited from all parents in the school, sorted and typed, then duplicated, mimeographed, or printed commercially. Cookbook charge is usually $1.00 to $2.50.

Using a duplicator, parents at Shawsheen School, Andover, Mass., published a very attractive edition in pastel pages (a different color for each food category, such as "salads"), held together with rings, so that a single recipe at a time could be flipped over. (Pages were 4 and 1/2 by 5 and 1/2 inches, or half the size of standard paper.)

D. Dinner Dances: These are held for school parents and staff, usually at a charge of $5.00 to $7.00 per ticket. A hall, orchestra, and caterer are hired, and generally dancing is followed by a buffet meal at around 11:00. Profits will increase if parents do the buffet themselves, but this is a big undertaking.

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E. Fairs: Fairs are a very popular fund-raiser, which get everyone--parents, teachers, and kids, pitching in together. Most operate with chairmen in such categories as: baked goods, plants, craft items, games, refreshments, and door prizes. In many schools, children, under supervision of teachers and parents, make craft items during club and interest periods. Fairs can be both "mini" and "maxi" productions, and profits in Project League Schools have ranged from $50.00 to $1600.00

At Shattuck Street School in Littleton, Mass., bazaars were run by individual units to earn money for unit field-trips; items were made and sold by the kids.

For its Valentine Fair, Howe School in Methuen, solicited homemade items from parents via take-home notices; the fair was open during the school day for children, and for adults during the P.T.O. meeting on the same night.

Storrow School in Lawrence netted over $1000.00 from rented rides, refreshments, and baskets of donated goods which were raffled off.

Parents in Byam School in Chelmsford, started planning for their November Fair during the previous spring, and had a tremendous assortment of handmade items, in addition to other goods and games. The end result was approximately $1600.00 profit.

Shawsheen School, Andover, also netted this amount by doing a tremendous volume of business. Features included 20 cent hot dogs, items made by students during their "interest periods," and a Junk Car Derby with prizes for the worst looking, best looking, most creative, etc.

F. Fashion Shows: Some stores will provide all the clothes for a fashion show, while the school provides the mothers, teachers and children to model. Because of heavy demand, arrangements with a store must be made well in advance. Often, such a program includes dessert for a ticket price ranging from $1.50 to $3.00. A variation of this idea is a fashion show of "home-sewn" items.

G. Flea Markets: "Treasures" are first solicited via take-home notices, then sorted and priced by parents, Toys, of course, are a big seller at these events. Flea markets are sometimes combined with a picnic or field day.

At Robinson School in Westford, parents found that having items on display at the school as they came in generated much interest among the students who in turn got their parents to turn out on the "big day."

H. Hired Entertainers: Theater groups and magicians are most popular, and work both on a flat rate or percentage of the house basis.

I. Motion Pictures: Full-length motion pictures can be rented and shown to children during school vacations or on Saturdays, usually with an admission charge of 50 cents. Parents at Marsh School in Methuen added to profits by selling candy and homemade popcorn. See "Motion Picture Film Libraries" in yellow pages.

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J. Sales Campaigns: Many companies sell various items to charitable organizations which in turn can re-sell them at 30 to 50 percent profit. Schools are generally sent information regarding these items, and scouting magazines are another source of information on this type of product. Sweatshirts and patches are particularly popular because they have the school's name on them. Marsh School in Methuen, in fact, held a contest among students to design a school emblem--then had this printed on their sweatshirts. Since school systems often have regulations regarding students' selling door-to-door, these should be thoroughly checked out from the beginning.

K. Suppers: These are generally a lot of work, but get a good turnout. Ham and beans, spaghetti, and pancake suppers are most popular.

The P.T.O. in Marsh School, Methuen, served 700 people and made $400.00 in November, 1973. Cost of tickets were $1.50 for adults and $.75 cents for children. As advance publicity, each student was sent home with a flier and 2 tickets in an envelope; money and additional tickets were sent back to the school, although a huge business was done at the door, also. Mothers made salad and cut up French bread to go along with the meal, and desserts were donated. Dinners were served continuously from 4:00 to 7:00.

Shawsheen School in Wilmington held unit suppers, with parents donating salad, dessert, or money towards meat. The emphasis on these suppers was on getting together, not fund-raising, and a slide-tape about the unit was shown after the meal.

Pot luck dinners and breakfasts are alternative suggestions.

3. What Are Funds Used For?

Examples of what funds raised by parents are used for include: learning materials, particularly for media centers; student activity fund; field trip expenses; playground or courtyard equipment; shrubs and trees; draperies, rugs, and other furnishings; duplicating and mimeo equipment for parent newsletters, etc.; exhibit cases for school lobby; or allotments to each unit to be used, at the staff's discretion, to enrich the learning program.

4. What Are Some Non-Profit Activities In Which Parents Participate?

A. Family Picnics: These are usually held on the school grounds, with families providing their own food, although sometimes schools provide beverage or ice cream. Field day events are often included at these picnics or barbecues.

B. Father-Son, Mother-Daughter Evenings: Woburn Street School in Wilmington sponsored both a Mother-Daughter trip to the Nutcracker Suite Ballet in Boston, and a Father-Son trip to a Celtics basketball game. Price per person included both ticket and bus transporation.

A variation on this is to hold a father-son and mother-daughter evening at the school.

C. School Trips and Field Trips: Although these outings are participated in chiefly by students, they are included in the parent handbook because so often parents are involved in the planning, funding, chaperoning, or hostessing stages of these activities. These trips are both cultural and just for fun--to museums, historic sites, businesses, animal farms, and circus.

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APPENDIX

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QUESTIONS P.A.C.'S COULD ASK THEMSELVES

I. Advisory Functions

A. Does the P.A.C. meet regularly with you?
B. Do other faculty members ever attend meetings?
C. Do P.A.C. members ever attend staff meetings?
D. Are P.A.C. names published for all parents?
E. Is there a time for feedback at each P.A.C. meeting?
F. Do P.A.C. members help determine agenda?
G. Do P.A.C.'s keep in touch with specific staff members?
H. Does the principal keep P.A.C. informed about curriculum changes, areas needing improvement, means of implementing changes, etc.?
I. Do P.A.C. members feel free to ask the principal a question?
J. Does the P.A.C. have an I.G.E. rep who attends inter-school meetings and reports back to the P.A.C.?

II. Education and Communication Functions

A. Does the P.A.C. publish a newsletter?
B. Does the P.A.C. or staff publish a handbook?
C. Has an informative slide-tape about your school been made?
D. Is the P.A.C. involved in planning orientations, open-houses, coffee hours, etc.?
E. Is the Parent Info-Center kept well-stocked and up-to-date?
F. Is there parent-to-parent contact--handing out pamphlets, hosting coffee hours, etc.
G. Are new pamphlets and other educational materials for parents publicized?
H. Does the P.A.C. hold any open meetings?
I. Are agendas and minutes of P.A.C. published for all parents?
J. Does your school get coverage in local newspapers?
K. Are the school committee and superintendent kept informed of P.A.C. activities?

III. Volunteer-Coordination Functions

A. Are volunteer jobs specifically defined by teachers, principal and parents?
B. Are parents offered a wide choice of volunteer opportunities?
C. Do parents serve as in-class helpers?
D. Do parents serve in media centers or libraries?
E. Do parents serve as guest speakers?
F. Do parents serve as club advisors?
G. Do parents serve as clerical aides?
H. Do parents participate in fund-raising activities?
I. Do parents make classroom materials?
J. Are any parents involved in art, music or gym programs?
K. Can parents indicate their desire to be on P.A.C.?
L. Is baby-sitting available for volunteers' pre-schoolers?
M. Are any secondary school students involved in the school?
N. Are any senior citizens involved in the school?
O. Is a recruitment campaign carried out?
P. Can parents get training?

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SAMPLE STATEMENTS OF PURPOSE

From South School, Andover, Mass.

It is the purpose of the South School P.A.C.:

(1) To find ways to bring about maximum communication between the school and the parents of the South School community on the one hand and between the elected members of the School Committee and the P.A.C.;
(2) To become informed parents on educational issues, programs, and activities of the school; (Specific suggestions for speakers included the specialists; and for topics, standardized testing and I.M.S.)
(3) To help the school in specific ways, such as obtaining volunteers for teacher assistance.
(4) To undertake a variety of social activities such as organizing unit mothers, establishing a hospitality committee to welcome new parents, running the Fun Fair, etc.;
(5) To become a sounding board for the South School staff.

From Robinson School, Westford, Mass.

The Robinson School Parent Advisory Council was formed to promote and improve the quality and content of children's education. It has NO official rights or powers.
The prime purpose of the Council is to function in an advisory capacity to the school administration, as well as to serve as a means for feedback to the parents of Robinson School students. Generally the council serves as a communicative link within a chain of parent-school-student-community relationships.
The Council MAY suggest, assist or assess the establishment of procedural or academic plans and policies. It also serves as the focal point for a number of school programs requiring parent participation.
The Council is not specifically designed to deal with singular complaints except as they affect a significant section of the scholastic body. As co-representatives of both parent/student and school administration, it is the necessary responsibility of the council members to objectively state views and opinions with minimal subjective bias. The intended objective of the council is the continuing mutual benefit of the entire school community.

SAMPLE PARENT-GROUP STRUCTURE

Byam School
Chelmsford, Mass.

P.T.O. Board:
President (runs meetings)

1st Vice President
(sets up agenda with principal)

2nd Vice President
(director of volunteers & Chairman of P.A.C.)

Treasurer

Secretary

P.A.C.:
Six parents chosen by teachers, each parent acting as a unit volunteer coordinator.

Three parents chosen by the principal.

Three parents-at-large; these parents indicate an interest to be on P.A.C. and are chosen on a first-come, first-served basis.

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SAMPLE P.A.C. MEETING MINTUES

South School
Andover, Mass.

February 1, 1974

A ballot was taken and Mrs. Elaine Jasmin was elected as our permanent Chairperson. Her duties include keeping a record folder of all notices pertaining to our PAC meetings, selecting a different chairman for each monthly meeting and, if need be, representing us at any School Committee meeting pertaining to South School.

Secondly Mrs. Sipsey mentioned the teachers suggested unanimously that there is a need for a public relations person for South School in reporting the many and varied activities and projects in our local newspapers. Any parent interested in volunteering his/her time, please contact Mr. Woodward.

Next on the agenda was a discussion pertaining to the possibility of the School Committee changing the school hours due to the Daylight Saving conditions. We voted 12-1 in favor of keeping the day as usual; and that if the time were to be changed, a room be provided and manned for those children whose working parents couldn't make the proper arrangements. (Mr. Lyons, School Committee representative to South School, was notified by Chairperson Mrs. Jasmin of these positions.)

Next Mr. Woodward gave us a presentation of the space needs of South School as seen by the faculty. Space, on the one hand, is wholly inadequate when the children are with many of the specialists. Children have speech and hearing therapy in the corridor; they lose time when they wait for the art teacher to load her wagon with art supplies for her next class; there is no art room. The children use the stage in the cafetorium for most of their music classes; but at times, they are displaced when another teacher needs to use the cafetorium for large group instruction. Children use filmstrip viewers and watch film loops in the corridor outside the library/resource center while within, there is inadequate space for study and lab centers, research materials, and displays.

Space, on the second hand, is very inflexible at the School. Most all of the classroom space is cut up into the standard sized classroom which does not lend itself to flexible groupings for instruction. The staff is doing a kind of teaching which increasingly recognizes the tremendous diversity of children's needs. Small groupings and individualization give rise to differentiated staffing; and differentiated staffing demands space which can be both small, medium and large in size and both open and self-contained.

The intent of the presentation was a position on our space needs without giving detailed proposals for space change or the financial costs in undertaking such changes. Space needs must precede the development of space plans and cost estimates. After the presentation, there was considerable discussion on how and when to proceed. It was decided to form a Planning Committee of all parents who would be interested in bringing these space concerns to the community. The date for this first meeting of the Planning Committee was January 30th.

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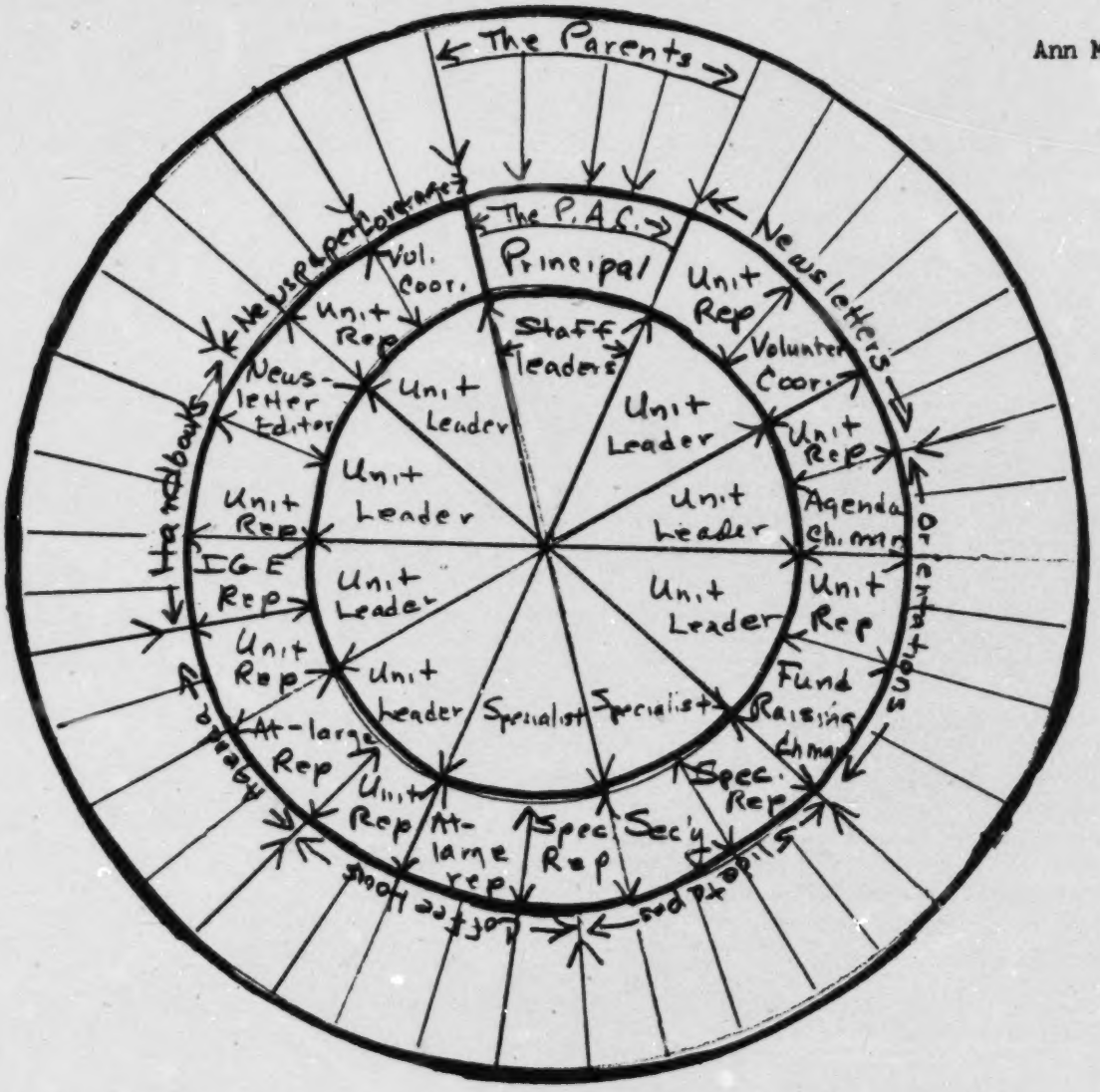
THE P.A.C.: INPUT & OUTPUT TO STAFF & PARENTS

Ann Murray



Inner Circle - Principal & Staff
Middle Circle - P.A.C.
Outer Circle - All Parents

A SAMPLE ONE-PAGE NEWSLETTER

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Newsletter No. 4
February 4, 1974
Harrington School
Chelmsford

P.A.C. NEWS

The next P.A.C. meeting will be on Tuesday, February 12, 7:30 P.M. at Harrington School.

Agenda

1. Report of refreshment committee on the Winterfest.
2. Progress report for fair.
3. Feedback.
4. Slide-tape presentation.
5. Planning of slide-tape program for parents.
6. Other.

****

School Board Meetings

Feb. 5	8 P.M.	High School
Mar. 5	"	"
Mar. 19	"	"

****

Winterfest & Bake Sale

The Winterfest was enjoyed by all those who attended.

Many thanks to Jan Spence and Mary Alice Nelson for co-chairing a successful bake sale in spite of two postponements due to snow. Also to those who supported it by working and sending in baked goods. It had a net profit of $82.00 which will be turned into working capital for the Harrington Fair. You will be hearing more about the Fair as plans are already beginning to set the wheels in motion. How about joining one of the committees or contributing some ideas? We'll be talking about it at our P.A.C. meetings which are open to all parents of children who attend Harrington School.

****

More About The Slide-Tape

The P.A.C. will record the script for a slide tape designed to answer parents' questions about Individually Guided Education at the Harrington. "Stars" of the production are students and staff of Scorpio who illustrate how the math program works, although there are shots taken throughout the school, and the explanation applies to learning processes at work in all units. If you would like to participate in, or observe the recording session, come to the P.A.C. meeting February 12th.

****

Did You Know That-------

S.C.I.S. stands for Science Curriculum Improvement Study--the program being used at Harrington. It consists of undgraded sequential physical and life science programs which in essence turn the classroom into a laboratory. Each unit of these programs has been carefully evaluated by S.C.I.S. staff as it progresses from early exploratory stages to the published edition. The units originated as scientists' ideas for investigations that might challenge children and that illustrate key scientific concepts. The ideas were then adapted to fit the elementary school and the resulting units were used by teacher in regular classrooms. They were tested several times in elementary schools before they were published. The teaching strategy is for the children to explore selected science materials. They are encouraged to investigate, to discuss what they observe, and to ask questions. The SCIS teacher has two functions:

1. to be an observer who listens to the children and notices how well they are progressing in their investigations;
2. to be a guide who leads the children to see the relationship of their findings to the key concepts of science.

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A SAMPLE PAGE FROM A NEWSLETTER

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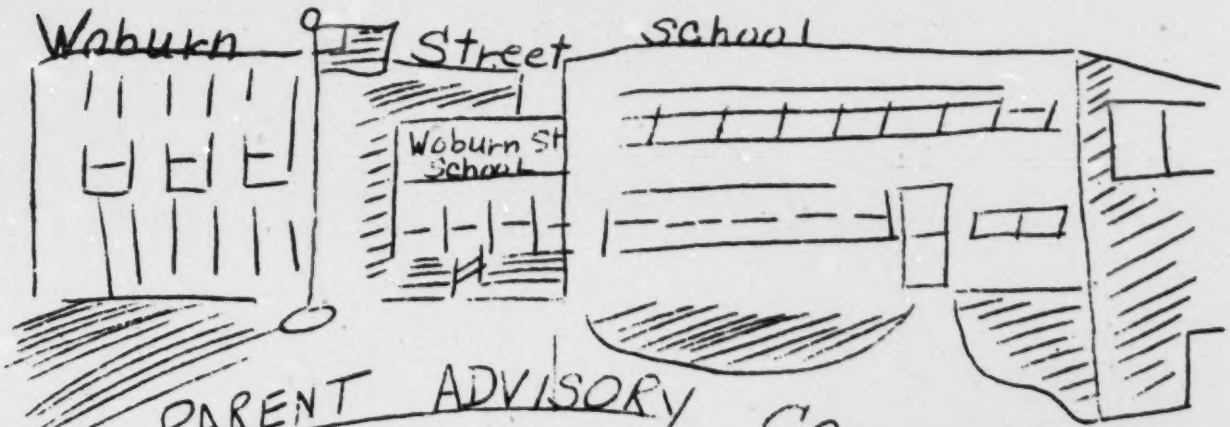
Woburn St. School
Wilmington, Mass.



PARENT ADVISORY COUNCIL NEWSLETTER

Feb. issue

ELEMENTARY REPORT CARD POLICY
(March Reporting Begins Next Week)

During the past two years an ongoing Report Card Committee composed of parents, teachers, and principals worked to revise our elementary reporting procedure.

Currently there are threereporting periods. The first during the month of Nov., the second during March, and the final report in June.

During Nov., parents are scheduled for individual conferences.

A written report is sent home during the month of March. This report is designed to pin-point strengths and weaknesses by means of a checklist as well as give the parents specific, in-depth information concerning their childs progress in all academic areas and social development in a narrative comment area. Each parent is scheduled for a follow-up conference after receiving the March written report.

A similar written report is sent home in June.

WOBURN STREET SCHOOL AND SHAWSHEEN SCHOOL RECEIVE $13,000 FEDERAL GRANT

Recently the Woburn St. and Shawsheen Schools were notified that a NDEA Title III Grant submitted in the early spring of 1973 had been approved and $13,00 funds were being made available to purchase instructional materia

The project was written for the expressed purpose of purchasing materials to assist both schools in developing programs to meet the individual needs of the children in the area of Mathemati

Parents will be invited to a series of "Coffee Hours" during t month of March to learn more abou our plans to individualize the Math program and view many of the materials we have purchased.

MOTHER AND DAUGHTER NIGHT

On Dec. 19, 1973 we celebrated Mother and Daughter night for thi school year. And what a treat! 245 mothers and their daughters journeyed by bus into the Music Hall to see the Boston Ballet performance of "Nutcracker Suite". The orchestra being conducted by the one and only Arthur Fiedler.

A SAMPLE PAGE FROM A NEWSLETTER

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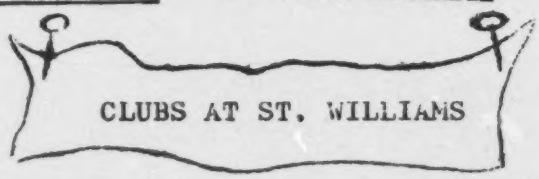
St. William's School
Tewksbury, Mass.



Clubs have really been fun. They were held on Friday at 1:15 to 2:15. This was only made possible because of the teachers and parents who came in to help. On Friday, March 1, our display was held and many of our parents came to see what we learned and made.

On this day, the clubs split up into two groups. The first group visited the other clubs for twenty minutes to see what they had made and to watch them demonstrate how they worked and what they learned. Then the second group had a chance to do the same. The parents seemed surprised and excited about all the beautiful work that the boys and girls at St. Williams School had done.

The Clubs included: Spanish, Sewing, Chess, Knitting, Woodworking, Arts and Crafts, Cooking, Gymnastics, Crocheting, Japanese Language and Customs.

by: Joanne Callahan
Janice White

"ABOUT THE CLUB I WAS IN"

by: Mike Giuffrida

I was in the puppet-making club and I had a good time. We made sock puppets and paper bag puppets. The one I enjoyed most was making paper mache puppets. On the last two weeks, we put on a few puppet shows for the pre-schoolers that were in the babysitting club. Then came the last week of clubs and it was a great time. We visited all of the clubs, but it seemed so short a time that we had the clubs. I wish we could have had them for a few more weeks!

"MACRAME" by Joanna Mather-Lees

This club was taught by Miss Hassan and she taught us to make belts. The knots were interesting. We used two knots, the square knot and half knot. Both knots really are Sailors knots!

A SAMPLE PAGE FROM A NEWSLETTER

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Storrow School
Lawrence, Mass.

SCHOOL AND COMMUNITY

A Thanks to Dept. of Public Safety

If you haven't noticed, take a look at the new Stop signs at the intersection of Woodland and Pleasant Streets.

A need for safety is always welcomed by our parents of this school community.

Also, a crossing guard has been coming to aid our children along the safe road home. Thanks again from the parents, principal, teachers, and children of the Storrow School to Alderman Donovan and the Public Safety Department.

REMINDER: Parents who pick up children after school, please park on the Pleasant Street side school entrance.

Resource People

The Advisory Board is now involved in a project in search of resource people. We are looking for anyone willing to visit our school, at their convenience, to discuss their occupation or share their hobbies with the children. If you are able or know of someone who would be available to participate in this project, please call any one on the Parent Advisory Board for details.

Advisory Board

The function of the Advisory Board is to assist with our needs at school and be a link between the school and the community. We understand how some parents may have something troubling them or would like to have questions answered but feel uncomfortable calling the school. Please feel free to call on us and we will try to help you solve any problems you may have at school, answer your questions, or listen to any new ideas you may have to offer us. Here is a list of the Parent Advisory Board:

Mrs. Maureen Blanchette	37982
Pamela Nelon (Mrs.)	67243
Mrs. Gerry Mears	61609
Mrs. Beverly Hayward	62669
Mr. & Mrs. Frank Wolfendale	55050
Mrs. Madeleine Uller	29046
Mrs. Josephine Toscano	32126
Mrs. Barbara Sullivan	51010
Mrs. Jan Mulford	32039
Mrs. Marie Dragon	69228
Mr. & Mrs. David Burbank	23483
Mr. & Mrs. Gregory Panagiotakos	29509
Mrs. Linda Zold	54906

Our Advisory Board has had two meetings and we have a few new members we would like to welcome: Mrs. Maureen Blanchette, Mrs. Beverly Hayward, Mr. and Mrs. Joe Tosca Mrs. Barbara Sullivan, Mrs. Marie Dragon and Mrs. Jan Mulford.

Newly Elected Officers of the P.T.A.

President	Mr. Edward Earnshaw
Vice President	Mrs. Andrea Constantino
Treasurer	Mrs. Pat Logan
Secretary	Mrs. Priscilla Morrill

****

An IGE school is an important part of the larger community. Field trips to businesses, hospitals, museums, parks, city offices, and factories give students a glimpse of the world around them. Visitors such as policemen, city officials, social workers, dentists, and plumbers can discuss their occupations and how they view their places in society. Local hobbyists are also interesting guests. Various projects involve students with all these persons and places. Igee is not just preparing to be a citizen; Igee *is* a citizen.

SAMPLE SLIDE-TAPE SCRIPT

Harrington School
Chelmsford, Mass.

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Narration	Shots
1. Music introduction or children's voices defining "individually guided education" in their own terms.	1. Turnover of shots taken throughout school, or shots of children who are talking.
2. "Individually Guided Education"--What does that mean? How is it put into practice at the Harrington? What advantages does it hold for my child? The Harrington P.A.C.--Parent Advisory Committee, with the cooperation of the staff, has made this slide-tape in the hopes it will answer some of these questions.	2. L.D. student with mini-computer.
3. I.G.E. is the name of the program developed at the University of Wisconsin, which, through courses, workshops and conferences, trains and updates principals and teachers, so they can most effectively provide individualized instruction.	3. Teacher and pupil with kit material, or teacher helping child adjust headset.
4. But is it really possible for one teacher to meet the needs of 25 or more children? We will "zero in" on one math class to find out how individualization is accomplished.	4. Shot of Unit Scorpio class and teacher
5. The teacher today has some new names like activator, initiator, and diagnostician, because his or her job involves a lot more than standing before a class, teaching all kids the same thing at the same time.	5. Teacher at file with individualized record.
6. Each child is this class has been given at least 1 diagnostic test. Back in his first year of school, the first test covered levels 1-9 in a long list of specific learning objectives for the math program. Second and third diagnostic tests, covering levels 10 on up, of increasing difficulty, are given as the child needs them.	6. Shot over shoulder of diagnostic test.
7. Next a profile sheet is filled out for each child with X marks indicating what he already knows.	7. Close-up of profile sheet
8. Let us suppose Jimmy's profile sheet indicates he needs instruction at level 13.4, which is dividing 3 digit figures by 2 digit figures. In his class are children working at the same level, or at those just above or just below.	8. Shot of 5 groups, "Jimmy" in one.
9. Jimmy now takes a pre-test for this level. Generally a grade of 85% at a given level indicates mastery.	9. Close-up of graded test.
10. Since Jimmy gets a 70%, a need for instruction at this level is indicated. He may receive this instruction in a small group along with other children of similar needs...	10. Teacher working at board with small group including Jim.
11. Or perhaps on a 1 to 1 basis.	11. Teacher helping Jim at desk.
12. Reinforcement and drill in this area come through self-correcting materials such as worksheets,	12. Jim working individually at desk.
13. And other media like singer kits,	13. Jim with kit.

SLIDE-TAPE (con't.)

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14. Or educational games.	14. Jim in math lab.
15. When the teacher and/or Jim feels he's got it, the teacher gives a post-test. A mark of 85 or higher indicates he should move on. If under 85, Jim might receive more drill and reinforcement at the same level, or move to the next one, but with remedial work prescribed.	15. Jim discussing test with teacher.
16. Grouping is flexible, and Jim will be re-grouped with various children as his and their needs and rate of progress vary.	16. Jim with different kids being taught something new.
17. The teacher is not working alone, either. She is part of a team who can share ideas both about curriculum materials and particular children in the unit.	17. A team meeting.
18. When the teacher prescribes certain materials and decides on a child's placement, she is aware, too, of the child's own learning style--his abilities, interests, and work habits. A child who has difficulty understanding written material, for example, might do particularly well with headset and drill.	18. Group with headsets.
19. A further aid to individualization, too--because they can handle non-structional tasks--are teachers aides, in classrooms.	19. Aide in math lab.
20. And behind the scenes.	20. Aide typing.
21. Parent volunteers, also, are a very valuable asset.	21. Volunteer at work.
22. To sum up, then, Indivudally Guided Education in math, or throughout the Harrington School, is the sum total of many parts such as the pre-test,post-test learning cycle;	22. Child at kit.
23. Varied size learning groups, be it whole class,	23. Gym class.
24. Small group,	24. Art workshop.
25. One to one,	25. Student and teacher.
26. Or independent.....	26. Child with puzzle.
27. The use of varied media,	27. SCIS kit.
28. An awareness of a pupil's unique learning style,	28. Whaling project
29. And team planning.	29. Another team.
30. What does I.G.E. offer your child?--A solid, step-by-step program of 'readin, 'writin, and 'rithmetic skills starting from where a child is at,	30. Child at kit with levels.
31. Opportunities for him to learn in many kinds of ways,	31. Filmstrip viewer.
32. Chances to work independently and accept responsibility,	32. Working alone.
33. And hopefully a desire to keep learning that will last a lifetime.	33. Happy kids with project.
34. I.G.E. is really based on an awareness by educators that children of the same age can be at varied stages of development. And to parents who are well aware at what varied ages children walk or drink from a cup this is nothing new!	34. Ten different shots of kids.

A SAMPLE OPEN HOUSE INVITATION

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South School
Andover, Mass.

February 27, 1974

Dear Parents,

During the week before vacation I sent out via your child, an announcment of Open House days at South School: March 4th, 5th, 6th and 7th.

South School is an IGE School. (What's IGE??) All of us at the School are constantly trying to find ways of improving the kind of education your child is getting. We want you to become as familiar as possible with that total program: Why individualization? To what extent should a program be individualized? What are some of the ways students are grouped? What is I.M.S.? A.I.R.S.? And how do these programs work? What are different ways other adults beside teachers, (aides, parents, student teachers, high school students) are helping us to individualize? In short, we want you to understand what is going on at South.

We have put together a visiting schedule which is as follows:

For parents of children in Red (including Kindergarten) and Blue Units (both days).

Monday, March 4th: Tuesday, March 5th:	9:00 - 11:00 :	Visit Classes in Red & Blue Units.
	11:00 - 11:30 :	Question-Answer discussion session with Mr. Woodward and representatives from the staff.
	1:00 - 2:30 :	Visit specialists classes with Red & Blue Children.

For parents of children in Orange and Green Units (both days):

Wednesday, March 6th Thursday, March 7th	9:00 - 11:15 :	Visit classes in Orance & Green Units and specialists classes.
	11:15 - 11:45 :	Question-Answer discussion session with Mr. Woodward and representatives from the staff.

You will note that at the end of the morning, some of the staff will be available to answer questions and discuss various topics with the total group of parents visiting that particular day.

Your child will be pleased that you have come; and we hope that will will have lunch with him (her); and then perhaps even join him (her) for the playground period after lunch.

Several parents of the Parent Advisory Council (P.A.C.) have kindly agreed to assist in providing coffee during the mornings.

OPEN HOUSE INVITATION (con't.)

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So that we can better plan the Open House days - where we should meet when in the large group session, number of chairs needed, number of lunches wanted, etc.,-- would you please complete the tear-off form below if you are coming; and return it to the School with your child. If you have any questions which you might want to raise and have us prepare for, you might write them down.

We want to see as many of you as possible joining us at South for the Open House days. At the same time, I think we want the educational program to go on as smoothly and normally as possible.

Hoping for a really good turn-out.

For the Entire Staff

Jack Woodward,
Principal

js

P.S. We'd like fathers to come too!

tear-off

If you are coming, please fill out; and return with your child to School.

I (We) am (are) coming to Open House — Monday, Tuesday, Wednesday, Thursday (circle the day(s))

I (we) will be wanting a hot lunch — Monday, Tuesday, Wednesday, Thursday

I (We) have the following questions about the program:

PROGRAM

7:00-7:45 Free Time
(To browse and meet the teachers)

7:45-8:45 One Act Play - "Take Me To Your Marshal"

Drama Club - Direction of Mrs. Wetzler

Cast: Mr. Reed.....Stacey Buzzoll
Mrs. Reed.....Barbara McQuaid
Robbie.....Neil Wetzler
Jim.....Richard Dowd
Lori.....Karen Tutella
1st TV voice.....Marie McVicker
2nd TV voice.....Francine Johnson
3rd TV voice.....Gary Atamian
4th TV voice.....Ann Barry
Zanthus.....Gary Atamian

CHORUS AND GUITAR SELECTIONS

Chorus and Guitar Club - Direction of Miss Ditzler

Selections:
1. Blowin' in the Wind
2. Five Hundred Miles
3. The Water is Wide

Guitar Club Members:

Bernadette Rogers	Cheryl McNeil
Doris Boudreau	Debbie Smith
Elaine Aalerud	Frank Leyenaar
Kathy Horak	Julie Norris
Marielana DiGirolamo	Richard Dosforge
Stephen McCarthy	John Buczynski

45

BALLET NUMBER

Ballet Club - Direction of Mrs. Morris

Diane Odlum	Brenda Snyder
Janet Kerrigan	Catherine Ryan
Maureen Kerrigan	Sally Osterhaven
Pamela Nicholas	Lisa Silverman
Diane Spencer	Deborah Jerrett
Susan Butler	

BATON ROUTINE

Baton Club - Direction of Mrs. Troughton

Linda Marsolini	Debbie Zolondick
Paige DeCosta	Tara Elia
Cindy Leathe	Jeanne Lawrence
Marsha MacDonald	Marianne Smallidge
Diane Doyle	Janet Cucco
Michele Cornish	Susan Leavitt
Christine Venetsanakos	

8:45-9:00 REFRESHMENTS

9:00-9:30 I.G.E. IN REVIEW
(Slide presentation on our Individualized Reading Program)

Direction of Mr. James Mayor

CAKE SALE - LIBRARY - PARENT ADVISORY COUNCIL

A SAMPLE OPEN-HOUSE PROGRAM

Woburn Street School
Wilmington, Mass.

BEST COPY AVAILABLE

A PROPOSED RECRUITMENT FORM

Ann Murray

BEST COPY AVAILABLE

Dear Parent:

We need EVERY child's parent and hope you will become actively involved at our school this year.

Kids like to know their parents are interested!

Getting involved is the best way for a parent to learn about school program!

Volunteering at school is useful and interesting work!

Please fill out a separate square for each type of activity you are interested in, and put only one unit letter in each square. If you want to do the same type of activity in more than 1 unit, please ask for additional forms. (Using these squares will help us to set up and schedule the volunteer program.)

Please return your forms by September 30th.

Training workshops for library aides, lab aides, and in-class helpers will be set up by the second week of October. Baby-sitting will be provided at this workshop.

Other volunteers will be trained "on the job."

Thank you--

Your P.A.C.

Last name _____ First name _____ Clerical Aide

Telephone _____ Unit _____

Check areas of interest:
___ typing ___ mimeograph ___ filing

Circle hours per week available: 1 2 3 4 5

Time available: ___Mon. A.M. ___Tu. A.M.
___Mon. P.M. ___Tu. P.M.

___Wed. A.M.. ___Thurs. A.M. ___Fri. A.M.
___Wed. P.M. ___Thurs. P.M. ___Fri. P.M.

48

Last name _____ First name _____ P.A.C.

Telephone _____ Unit _____

The Parent Advisory Council meets at least once a month with the principal and coordinates communication and volunteer programs. Check areas of interest:

___ P.A.C. newsletter

___ volunteer coordinator, working closely with unit leader

___ providing feedback

___heading up fund-raising

PROPOSED FORM (con't)

BEST COPY AVAILABLE

Club Advisor

Last name First name

Telephone Unit

Check areas of interest: ___arts & craft

___models ____cooking ___nature

___sewing ____crocheting ___woodwork

___other (Please describe on other side.)

Time available: ___once a week

___6-8 week series

___2-3 times a year

Library Aide

Last name First name

Telephone Unit

Circle hours per week available: 1 2 3 4 5

Times available: ___Mon. A.M. ___Tu. A.M.
___Mon. P.M. ___Tu. P.M.

___Wed. A.M. ___Thurs. A.M. ___Fri. A.M.
___Wed. P.M. ___Thurs. P.M. ___Fri. P.M.

Fun & Fund-Raising

Last name First name

Telephone Unit

Check areas of interest:

____home room mother for Rm._____

____telephoning ____running suppers

____donating food ____working on fair

Please describe other interests or fund-raising ideas on other side.

Lab Helper

Last name First name

Telephone Unit

Circle hours per week available: 1 2 3 4 5

Times available: ___Mon. A.M. ___Tu. A.M.
___Mon. P.M. ___Tu. P.M.

___Wed. A.M. ___Thurs. A.M. ___Fri. A.M.
___Wed. P.M. ___Thurs. P.M. ___Fri. P.M.

Baby-Sitting

Last name First name

Telephone Unit

____In order to volunteer I need baby-sitting service.

____I would be willing to take a turn (not more than 2 hours per month) supervising volunteers' children at the school.

Ages of my pre-school children: _____

_____

In-Class Helper

Last name First name

Telephone Unit

Subjects in which you'd be willing to help:

___math ___reading ___music

___art ___gym ___social studies

Circle hours per week available: 1 2 3 4 5

Time available: ___Mon. A.M. ___Tu. A.M.
___Mon. P.M. ___Tu. P.M.

___Wed. A.M. ___Thurs. A.M. ___Fri. A.M.
___Wed. P.M. ___Thurs. P.M. ___Fri. P.M.

SAMPLE RECRUITMENT FORM

BEST COPY AVAILABLE

* Doherty School
Andover, Mass.

Parents - Please Join the Doherty Family!

We provide-
Before the Job Training

Enjoy the new Doherty - we need you.

When?

Workshop:
October 1 3:15-4:15
(Babysitting Available)

How much time?

One Hour, 9:00-12:00
One morning each week

Activity?

- Math Helpers-Grades 1-6
- Reading Helpers-Grades 1-6
- Kindergarten Helpers

Additional Information
Sue Bright ~ 475-8706
Judy Kirkland ~ 475-7518

WATCH FOR LATER NEWS ABOUT CLUBS!

YES - I CAN JOIN THE FAMILY!

MY NAME _____ MY CHILD'S NAME _____ GRADE _____

TELEPHONE _____ ACTIVITY PREFERRED _____

DAY PREFERRED _____ TIME OF DAY MOST CONVENIENT _____

☐ I WILL BE AT THE WORKSHOP

PLEASE RETURN TO SCHOOL BY SEPT. 26

* Doherty School is a non-I.G.E. school whose volunteer-workshop I observed through the kind invitation of Lois Haslam, Principal.

SAMPLE RECRUITMENT FORMS

BEST COPY AVAILABLE

From Robinson School, Westford, Mass. (published as part of parent newsletter)

Each year, we encourage parents to volunteer to work in our school. If you would be interested in donating a few hours a week, please return the next portion of this letter.

(Cut here)

I am interested in serving as a volunteer.
My best time is between (Circle One): 8:30-10:30, 10:30-12:30, 12:30-2:00.
My best day/s/ is/are: (Circle one or more) Monday, Tuesday, Wednesday, Thursday, Friday
My interest would be in serving in: (Circle one or more)
a) the classroom 1. Primary K-3 2. intermediate 4-5 b) Library
c) the health room d) the office

My name is: _____
My phone number is: _____

From Shawsheen School, Wilmington, Mass.

Name:	Address:	Tel:	Unit
AREA	DAYS & TIMES AVAILABLE	SPECIAL INTEREST & SKILL	
1. In-class Helper			
2. Library Aide			
3. Learning Lab Aide			
4. Clerical Aide			
5. Club Advisor			
6. Class guest speaker			

4 + CLUB PROGRAMS AT 4 I.G.E. SCHOOLS

	WOBURN ST., WILMINGTON	ST. WILLIAM'S, TEWKSBURY	SOUTH, ANDOVER	HARRINGTON, CHELMSFORD
Who runs?	Parents, entirely (Teachers gain extra planning time.)	P.A.C. plans; all staff involved; usually 1 parent, 1 teacher in each club.	Specialists & unit teams plan; pull in community.	Unit teams plan; kids sometimes request & design objectives for a club.
Recruitment	Coffee hour with sign-up sheets; plus phone calls from P.A.C.	Request sent home; then P.A.C. calls	Up to unit leaders & teams; notices & phone calls used.	Teacher almost always involved; some units poll parents' interests, etc.
Ages Involved	4th-6th year; 1-3 have arts & craft period.	5th & 6th (only levels in school)	All age levels.	Usually 2nd year & above.
Scheduling	Bi-weekly, starting Jan.,during class period. Club day alternated so same class not affected. All clubs at same time.	Once a week for 6 weeks, during indoor recess period. All clubs at same time.	Once a week all year. Kids can select new club at each term. Scheduled during specialists' period on Fri; time varies for each unit.	Weekly or bi-weekly depending on teams. Clubs usually change each week. Held during unit's activity period.
Selection	Kids list 1-3 choices.	Kids list 1-3 choices	Students select-try to get enough advisors to meet students' choices.	By student a few days ahead. Student with particular need occasionally encouraged to be in particular club.
Kinds of Clubs	Model-making,sports baton,ballet,chess, embroidery,guitar,ceramics,leather,dramatics	Spanish,knitting,gym, crocheting,Japanese, Macrame,crafts,chess puppets,arts & crafts, wood-working.	Music,arts & crafts, cooking,sewing,"trip club"--which explores local bank,restaurant etc., photography	"Mini-course" concept, curriculum related; origami, spaghetti sculpture, puzzle-making, decoding, "read & relax," etc.
Size of Club	Varies;large groups have 2-4 advisors.	Approximately 20; 2 adults usually in each club.	Depends on club.	Depends on club.
Baby-Sitting	By 6th graders in "Baby-Sitting"Club.	Teacher and kids baby sit.	No need indicated by volunteers.	Since clubs short term, pre-schoolers come along.
Funding	By P.A.C. sponsored activities such as Fashion Show.	$5.00 budgeted each club; kids bring in some materials.	Some funding from school;students sometimes provide materials.	Children told what to bring in when they sign up; some small funding is available.

A CHART ON CLUB PROGRAMS

BEST COPY AVAILABLE

Ann Murray

M.E.C. BIBLIOGRAPHY

on

REPORTING PUPIL PROGRESS

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101 Mill Road
Chelmsford, Massachusetts 01824

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